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THE UNIVERSITY OF ALBERTA

INTERORGANIZATIONAL LINKAGES AND PERFORMANCE EFFECTIVENESS IN A COOPERATIVE MANPOWER TRAINING PROGRAM

by

MENGESHA GESSESSE

©

A THESIS

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OF DOCTOR OF PHILOSOPHY

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled INTERORGANIZATIONAL LINKAGES AND PERFORMANCE EFFECTIVENESS IN A COOPERATIVE MANPOWER TRAINING PROGRAM submitted by MENGESHA GESSESSE in partial fulfilment of the requirements for the degree of DOCTOR OF PHILOSOPHY.

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Date...October 6, 1988..........

DEDICATION

I have the honor of dedicating this thesis
To the memory of my father **Bitwoded Gessesse Retta**
who instilled in me the fear of God and love of country

To my mother **Woizero Yeshimebet Yigzaw**
who has a high regard for education

To my wife **Aregash Zemariam**
and
To our beloved **Children**

1. **Teodros** (son)
2. **Assegid** (son)
3. **Retta** (son)
4. **Meron** (daughter)
5. **Meklit** (daughter)
6. **Makda** (daughter)

who always stood by my side and made sacrifices to make this possible.

I am proud of my **Wife** and our **Children**. My gratitude for their invaluable support and encouragement goes far beyond words can express. I am immensely indebted to them all. Whatsoever may be best in this dissertation is dedicated to them.

Menegsha Gessesse

ABSTRACT

The purpose of this study was to explore the strength of the interorganizational linkages and to determine the effectiveness of the performance of federal and territorial government agencies in the implementation of the Institutional Training Program (ITP) in the Northwest Territories. Open systems and exchange theories provided the conceptual framework for the study. An interorganizational relations questionnaire developed by Van de Ven and Ferry (1980) was used to collect perceptual data on interorganizational linkages from 15 respondents of the cooperating organizations. The number of respondents was small because boundary spanners in each of the organizations studied were few. Also, with a set of three questionnaires developed by the researcher, training program effectiveness data were collected from random samples of 42 each from the teachers, students, and graduates of Arctic College. The dimensions of *formalization, intensity, reciprocity,* and *standardization* found in the work of Marrett (1970), and *effectiveness* found in the work of Van de Ven and Ferry (1980) were used as tools of analysis. Descriptive and inferencial statistics were used to analyze the data.

The findings indicated strong cooperative linkages (1) between Canada Employment and Immigration Commission (CEIC) and the Advanced Education Division-1 (AED-1) of the Ministry of Education, and (2) between the Advanced Education Division-2 (AED-2) of the Ministry of Education and Arctic College (AC). The findings also suggested effective cooperative performance of these organizations in the implementation of the ITP in the Northwest Territories. The strong linkages and effectiveness were determined by the findings which suggested that, (1) the members of these organizations had positive mutual perceptions regarding one another, (2) the exchange of information and other resources between them were high, (3) although the members showed differences in perceptions regarding mutual influences on each other's intraorganizational activities, they had minimal disagreements in their cooperative interactions, and (4) the members were also satisfied with the procedures established and the channels followed in the performance of their cooperative activities.

Based on these findings, the following conclusions were made: (1) Government authorities perceive that their organizations have influence on the internal activities of non-government organizations which are located in their political jurisdictions and with which they cooperate to achieve mutually set goals; (2) formalized agreements between cooperating organizations are likely to lead to greater resource exchange activities between them; and (3) greater resource exchange activities between cooperating organizations are, in turn, likely to lead to effective implementation of cooperative programs. However, because of the small number of linkage questionnaire respondents (N = 15) used in this study, caution should be exercised in interpreting the conclusions. Hence, it was suggested that a research effort aimed at determining the effectiveness of cooperative interorganizational performance must employ a larger number of linkage questionnaire respondents drawn from a larger number of cooperating government agencies than used in this study.

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Chapter 1

INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

Technological change, economic development, and a high growth rate of population in the 60s resulted in increased demands on organizations for increases in both quality and quantity of goods and services. The environment was such that individual organizations found it difficult to meet the demands and satisfy the needs of their clientele through individual organizational action. In such a situation, as Hall and his associates (1977:457) observe, coordination among organizations "occurs as organizations try to adapt to their environment or to maximize their own goal attainment."

In order to meet the increased demand for goods and services, and to survive in such a dynamic technological and socio-economic environment, organizations linked with other organizations and developed joint programs by sharing resources for production and delivery of goods and services. The consequence of such linkages was the emergence of observable phenomena of coordination and interdependence among organizations.

The phenomena of organizations linking with other organizations has drawn the interest and attention of organization theorists since the early 50s. According to Hall and his associates (1973:45), the interest of organization theorists in the 50s and 60s was such that it could be considered "almost an explosion of concern and study about interorganizational relationships." Thus, in attempts to develop conceptual frameworks of the field of interorganizational cooperation, organization theorists proposed dimensions by which the effectiveness of interorganizational linkages could be measured (Georgopoulos and Tannenbaum, 1957; Yuchtman and Seashore, 1967; Perrow, 1972; Price, 1976; Pfeffer and Salancik, 1978; Cameron and Whetten, 1983).

Despite these attempts, the literature on interorganizational relationships suggests lack of agreement among organization theorists about what dimensions constitute common measures of interorganizational cooperation and the effectiveness of their performance (Steers, 1977; Bluedorn, 1980).

Therefore, "Uncertain that the principles explaining **intraorganizational** processes are appropriate for **interorganizational** problems," Marrett (1971:83-99, emphasis mine) surveyed the literature on interorganizational relations, and by synthesizing some of the views expressed by organization theorists, she suggested five dimensions by which the structure of nonsymbiotic linkages among organizations could be analyzed. The properties Marrett (1971) identified as principal approaches used by organization theorists to study the relations among organizations were (1) intraorganizational properties, (2) comparative properties, (3) relational properties, (4) formal contextual properties, and (5) non-organized contextual properties. Of the five approaches Marrett identified, the **relational** property focussed on the forms of the linkages between cooperatively interacting organizations, and this relational property of organizations, as well as the other properties, she argued, could be studied by employing appropriate dimensions which could be operationalized by appropriate variables.

It is generally held by organization theorists that the underlying reason for organizations to create relations with other organizations is acquisition of resources. Thus, organizations which are able to acquire resources from other organizations in their environment and attain their self-interest goals are considered to be effective in their survival endeavors (Etzioni, 1964; Levine and White, 1967; Yuchtman and Seashore, 1967; Aldrich, 1975; White and Associates, 1975). Therefore, using the relational dimension of interorganizational interaction suggested by Marrett (1971) for studies of cooperative relations among organizations, it was proposed for this study to determine whether organizations that link together and pool their resources to achieve mutually set goals are effective in their endeavors. To this end, this study looked at the performance effectiveness of three human service organizations in their cooperative efforts for manpower training in the Northwest Territories.

In order to operationalize the relational dimension suggested by Marrett (1971) for the investigation of interorganizational cooperation, an instrument developed by Van de Ven and Ferry (1980) for data collection on interorganizational relations research was adopted and used. But first, it would be in order to present the background of the study which led to the development of the research questions.

BACKGROUND TO THE STUDY

The technological change of the 60s in North America, and the concomitant changes in the nature of work prompted a rising demand for skilled workers in various management and technical areas. In Canada, the task of meeting this demand posed a challenge to governmental and educational institutions.

Public education is an area of provincial jurisdiction in Canada. But, federal involvement into what is a provincial preserve brings these two higher levels of government into partnership in financing education. As Hodgson (1988:46) observes,

> Ottawa offers services, influence, financial assistance and degrees of control; it does this through programs affecting provinces and territories, school boards, industry, voluntary groups and organizations, and finally, individuals.

Hence, in order to make the skilled manpower available for national economic activities, the federal government of Canada enters into partnership agreements with the provincial and territorial governments to help the training of people for work. (Federal-Provincial/Territorial Training Agreements 1982-1985).

In order to pursue the purposes of the manpower training agreements between the two levels of government, the national parliament of Canada has passed laws and established programs to regulate and facilitate the training of skilled manpower in the non-degree granting post-secondary institutions of the nation. In the following sections, an attempt is made to show the efforts devoted to manpower training by surveying some of the relevant manpower training laws passed and programs established by the government of Canada since 1960. These laws are presented from the perspectives of their focus on the clientele for training, and the institutions prescribed as eligible to provide the training.

Despite the efforts and resources devoted to manpower training by the two levels of government, the supply of skilled manpower has not satisfied the demand for it. As presented below, the cooperative effort of the two levels of government resulted in an unexpected mismatch between the supply of trained manpower and the demands of the labor market.

Manpower Training Laws of Canada

The Technical and Vocational Training Assistance Act of 1960

This law (Bill C. 6) introduced, probably for the first time, the terms "technical" and "vocational" to Canadian manpower training activities. Without delineating the institutional location where "technical" and "vocational" training activities would take place, Bill C. 6, Section 2.d defined these terms as being

> . . . any form of instruction, the purpose of which is to prepare a person for gainful employment in any primary or secondary industry or in any service occupation or to increase his skill or proficiency.

The Technical and Vocational Training Assistance Act (Sections 3 and 8) provided also a list of groups eligible for training and financial support. These were:

1. Unemployed persons,
2. Persons in technical and vocational courses in regular secondary school programs,
3. Teachers, supervisors or administrators,
4. Persons over the regular school leaving age,
5. Apprentices,
6. Supervisors in industries,
7. Disabled persons, and
8. Personnel of the armed forces of Canada.

Changing technological environments required new approaches to manpower training. In order to cope with the demands for skilled manpower in a changing technological environment, Bill C. 6 was repealed and a new manpower training law considered appropriate for meeting the new demand was introduced.

The Adult Occupational Training Act of 1967

Apparently to meet the ever growing demand for various skilled workers by an ever changing technology and an ever growing economy, the **Adult Occupational Training Act** (Bill C. 94) of 1967 was enacted. In this law, two institutional channels where occupational training would take place for adults beyond the school leaving age were specified as follows:

1. One institutional channel was "training in an occupational training course operated by the province."
2. The other channel was "training [of adults] on the job or in skills useful only to that employer" (Bill C. 94, Sections 5.1 and 6.2).

The first channel of training seems to refer to non-degree granting post-secondary institutions, and the second channel for occupational training appears to be the work places of employers where activities of industrial undertaking are performed.

The Adult Occupational Training Act of 1967 defined those eligible for training and financial support as persons "whose age is at least one year greater than the regular school leaving age" (Section 3.a). The significance of the Adult Occupational Training Act was that it specified: (1) the institutions (post-secondary institutions and the work places of employers) where training would take place, and (2) the criterion for funding training participants in these institutions. This law was in turn repealed in favor of what probably was considered useful for meeting the challenges of the 80s.

The National Training Act of 1982

The National Training Act (Bill C. 109) of 1982 was passed to guide the coordination of manpower training activities in non-degree granting post-secondary institutions in Canada. This law is currently in force, and its objectives are:

> . . . to establish a national program to provide occupational training for the labour force and thereby to better meet the need for skills created by a changing economy and to increase the earning and employment potential of industrial workers (Bill C. 109, 1982, Section 3).

Unlike an earlier law (Bill C. 6) which restricted the institutions where occupational training would take place, the National Training Act gives a broader definition of training institutions where such training would take place. Also, the terms "technical" and "vocational" were apparently used by the earlier law as different concepts of manpower training. But, in the National Training Act, the term "technical" was left out and only the term "vocational" was used. This may be because of an assumption that the term "vocational" could satisfice concepts carried by both terms.

Thus, this law defines vocational training as

> . . . any instruction, other than university instruction, that provides a person with skills for, or improves a person's skill in, an occupation (Bill C. 109, 1982, Section 2).

As much as the prescription of institutions where manpower training would take place was broadened, the clientele for training in these institutions was also given broad definition. That is, whereas the 1967 law restricted the institutions of training to those (1) "operated by the province", and (2) the work places of employers, the 1982 law broadened the institutions where training could take place to any that gave instruction "other than university instruction."

Also, in the 1967 law, a person had to be one year older than the regular school leaving age to be eligible for financially supported training in institutions "supported by the province" and at the work places of employers. But, by abolishing the additional one year requirement beyond the school leaving age, the 1982 law broadened the clientele base for financially supported training in institutions other than those which give university instruction.

The implementation of this law, in cooperation with provincial and territorial governments, is entrusted to a federal government agency known as the Canada Employment and Immigration Commission (CEIC).

Canada Employment and Immigration Commission

In pursuit of the duty entrusted to it by law, the Canada Employment and Immigration Commission enters into agreements with the governments of the provinces and territories to remunerate them for costs they incur for non-degree occupational training of adults who have passed the school age (Bill C. 109). Occupational training, as provided by the National Training Act, can be given by a variety of institutions. These are:

1. Non-degree granting post-secondary institutions run by the provinces and territories (Section 7.1),
2. Private industries which provide training on-the-job for adults (Section 8.1),
3. Non-profit organizations (Section 9.2), and
4. Any person or group of persons who are licensed by the province or territory to provide courses (Section 4.a).

The activity of training clients in these post-secondary institutions is commonly known as **institutional training** and the overall governmental program and activity in this regard is called the **Institutional Training Program**. Under the Institutional Training Program, a combination of theoretical knowledge and practical training is offered by post-secondary institutions to clients who qualify by the National Training Act (NTA) and by the Canadian Jobs Strategy (CJS) criteria for such training.

Accordingly, and in order to fulfil its mandate, CEIC periodically enters into agreements with the governments of the provinces and territories to pool resources together for the training of adults in non-degree granting post-secondary institutions. However, irrespective of the concerted efforts to meet the demands for skilled labor, the demand and supply situation of skilled labor in the early 80s in Canada was alarmingly out of balance (Parliamentary Task Force Report, 1982). Hence, the Parliament of the nation tried to determine the cause(s) of the mismatch between supply and demand for skilled labor in the national labor market.

Mismatch Between Demand and Supply of Skilled Labor

In the late 70s and early 80s, a strong demand for skilled workers in various trades and occupations existed side by side with an over supply of labor. Therefore, the problem facing the nation has been that in the same labor market

> Employers [could] not find the skilled workers they need[ed] -- and many workers [could] not find the employment they need[ed]" (Parliamentary Task Force Report on Employment Opportunities for the 80s, 1982:4).

After the results of the implementation of the National Training Act were observed, the standing advisory council for manpower training was also asked by the Minister of Canada Employment and Immigration "to report on the impact and implementation of the **National Training Act** passed in June 1982" (Canada Employment and Immigration Advisory Council Report, 1985:i).

Committee Findings and Recommendations

The Parliamentary Task Force, which was set up in 1980 to investigate the cause(s) of the imbalance between supply and demand for skilled labor, summarized its findings into a number of points covering a range of interrelated policy, planning, organizational, and process areas in human resources development activities performed by governmental agencies. Pointing out the areas in which shortages for skilled labor are felt by Canadian industries, the committee reported that

> . . . there are shortages of skilled workers in Canada especially machinists; tool and dye makers; welders; electronic technicians; computer specialists; nurses; physiotherapists and occupational therapists; business and institutional managers; financial analysts and engineers (Parliamentary Task Force Report, 1982:5).

The existence of certain factors appear to have contributed to the shortages of skilled workers in some areas of skill, and surpluses in others. As the committee report shows, the causes for the emergence of the situation of imbalance between supply and demand for skilled labor in Canada were

> . . . inadequate employment, training and industrial policies and the lack of coordination among all levels of government and between the private and public sectors (Task Force Report, 1982:5).

The findings of the Parliamentary Task Force and its recommendations for action to mitigate the employment-unemployment problem, seems to have encouraged the government of Canada to develop and promulgate the **National Training Act** of 1982. In this law, organizational roles and manpower training program implementation processes were delineated for national, provincial, and territorial authorities in order to enable them "to better meet the need for skills created by a changing economy (National Training Act, 1982, Section 3).

Similarly, the work of the Canada Employment and Immigration Advisory Council (CEIAC) to determine the impact of the National Training Act on the mismatch between demand and supply of skilled labor was guided by the following questions: (1) "Has anything changed under the new Act?" (2) "What needs must training fulfil?"

The findings of the committee were summarized in the following words:

> Although the National Training Act (NTA) was originally intended to broaden access to training and increase flexibility, this does not seem to have taken place consistently. **Rigidity** was the word most often used by participants across the country to characterize the NTA, the training programs and the delivery system. . . . In our consultations, we discovered that the inflexibility in the administration of the National Training Act prevents it from achieving one of its main purposes -- that of matching training to job opportunities (CEIAC Report, 1985:i, emphasis in original).

On the basis of its findings, CEIAC presented to the Minister of Canada Employment and Immigration some recommendations for action to correct the situation. The CEIAC recommendation stressed the need for action to move toward "adoption of training methods which allow a better match between training programs and the needs of trainees" (CEIAC Report, 1985:i). It added that institutional training must be geared toward "modular" training or training for sets of marketable skills, or skills that would enable the graduate of the Institutional Training Program to perform productive work in a fast changing world of technology (CEIAC Report, 1985, Section III).

Then, probably in response to CEIAC recommendations for corrective actions of the situation, the Minister of Canada Employment and Immigration issued in June 1985 the **Canadian Jobs Strategy (CJS)**, a client selection guide for manpower training, to operate under the legal umbrella and scope of the NTA. The CJS provided a new approach to client selection and financial support for training in publicly funded and other post-secondary institutions referred to in the NTA (Bill C. 109, Sections 7 and 8). Therefore, the nationwide manpower training endeavor at the level of non-degree granting post-secondary institutions is carried out in the light of the National Training Act (NTA) of 1982 and the Canadian Jobs Strategy (CJS) of 1986 in order to meet the needs of Canadian industries for skilled workers.

FEDERALISM AND DEVELOPMENT COOPERATION

The legal basis for cooperation in socio-economic development programs and activities between national and local government agencies in a federal political system such as Canada's is briefly presented in the following section.

The essence of federalism is the existence side by side of two levels of government which share power in a state. In a federal system of government, local governments are autonomous in the running of their own local affairs, and jurisdictional boundaries between national and local governments are often demarcated in a federal constitution. However, both levels of government serve the same citizenry at the same time, and in this way, their powers and functions become mutually inclusive.

Because Canada is a federal system of government, all levels of government are in certain ways independent of each other. Therefore, they are autonomous in dealing with matters in their own jurisdictions. Nevertheless, all levels of government cooperate with one another in matters of national policy program implementation activities. In the Canadian practice, Dryden observes that

> Central and provincial [or territorial] government activities are intertwined in a pattern of shared responsibilities, divided authority and joint funding in most areas of public policy (Dryden, 1985:620).

In Canada, federal-territorial or federal-provincial jurisdictions are divided on matters of education and training. Hence, the Federal Government has jurisdiction in matters of national employment policies, and the provincial and territorial governments have jurisdictional responsibilities for public education.

Although jurisdictions in human resources development are legally separated between the national and provincial or territorial governments, the activities which the two levels of government in Canada perform in this regard are carried out in cooperative and mutually supportive spirits. The efforts of the two levels of government in Canada for human resources development are therefore complementary. As the Parliamentary Task Force of 1980 points out in its report, "close coordination" characterizes the manner in which manpower training programs are implemented in Canada.

Although in the Canadian federal system of government local and national government activities are performed to serve the same Canadian people, cooperation between the two levels of government is reached by negotiation and agreement on matters of national development policy implementation. For example, employment-unemployment and post-secondary education policies are some of the areas in which national and local levels of government in Canada negotiate, agree, and cooperate. National and local governments negotiate agreements between them to pool resources together for the implementation of regional development programs. Therefore, negotiation, like governments of different nations, is possible in a federal system of government such as Canada's.

Accordingly, the Canada Employment and Immigration Commission (CEIC) and the Ministry of Education, Government of the Northwest Territories (GNWT) negotiated and reached an agreement in June 1986 to continue to pool their resources to further the implementation of the Institutional Training Program in the NWT. Thus, with funds provided by CEIC, and with the facilities and expertise available at Arctic College, the Institutional Training Program continued to be implemented in the Northwest Territories. The focus of this study was therefore an assessment of interorganizational linkages between these agencies of national and local governments, and how they performed the activities of the implementation of the Institutional Training Program on the basis of the bilateral agreement between them.

The sites of the Institutional Training Program implementation activities are the campuses of Arctic College. This is a post-secondary public institution run by a board of governors and overseen by the Advanced Education Division of the Ministry of Education, Government of the Northwest Territories. Three centers of Arctic College provide facilities for the implementation of the Institutional Training Program in the Northwest Territories.

1. **Thebacha Campus at Fort Smith** where:
   a. Academic and trades courses are offered to full-time students on campus, and,
   b. Through an extension training service, program courses are delivered to communities in the western Arctic region outside Fort Smith.
2. **Iqaluit Campus in Iqaluit:**
   a. Offers academic and trades courses to full-time students, and,
   b. Operates an extension program for residents of communities outside Iqaluit in the Eastern Arctic of the Northwest Territories.
3. **The Yellowknife Nursing Assistant Program Center** provides opportunities for persons to participate in paraprofessional training courses and clinical practice in a hospital setting.

THE PROBLEM

The task of accelerating the development of a country is not only a multi-faceted activity, but is also a difficult undertaking. Such difficult tasks are governed by stated policy actions in which the concerned government determines

> What lines of business will be entered [in the development activity], what types of services provided, or what organizations will be regulated [for carrying it out] (Hodgetts and Associates, 1975:5).

In Canada, the task of middle manpower training in non-degree granting post-secondary institutions is the jurisdictional responsibility of the provincial and territorial governments. But, on behalf of the national government, Canada Employment and Immigration ommission (CEIC) coordinates with the provoincial and territorial authorities in financing manpower training programs. In order to carry out its functions of providing federal funding for manpower training programs, CEIC enters into intergovernmental cooperation agreements with the provincial and territorial governments of Canada.

Accordingly, CEIC negotiated and signed an agreement with the Ministry of Education, Government of the Northwest Territories regarding the manner and methods by which the parties to the agreement could coordinate their efforts and resources to continue the implementation of the Institutional Training Program in the Northwest Territories in the light of the NTA and the CJS (Canada/Northwest Territories Agreement on Training, June 16, 1986).

Therefore, this study was an attempt to assess the strength of the interorganizational linkages and the effectiveness of the performance of the cooperating organizations in the implementation of the Institutional Training Program in the Northwest Territories. Two autonomous governmental agencies and one post-secondary public institution which were involved in the Institutional Training Program implementation activities provided the setting for the assessment of the strength of the interorganizational linkages and performance effectiveness among them. The organizations looked at in this study were:

1. The Northwest Territories (NWT) branch of the Canada Employment and Immigration Commission (CEIC). CEIC is a federal government agency through which federal funds were provided for the implementation of the Institutional Training Program in the NWT.
2. The Advanced Education Division of the Ministry of Education of the GNWT which negotiated the current agreement with CEIC to exchange resources for the implementation of the Institutional Training Program in the NWT.
3. Arctic College -- a post-secondary public institution which provided the physical facilities and expertise for the training of clients selected by the criteria provided in the National Training Act (NTA) of 1982 and the Canadian Jobs Strategy (CJS) of 1986.

The problem of this study was, therefore, **to determine the strength of the cooperative interorganizational linkages and the effectiveness of the performance:**

1. **between the Canada Employment and Immigration Commission (CEIC) branch in the Northwest Territories and the Advanced Education Division (AED-1) of the Ministry of Education, Government of the Northwest Territories, and**
2. **between the Advanced Education Division (AED-2) of the Ministry of Education,**

Government of the Northwest Territories and Arctic College in their cooperation for the implementation of the Institutional Training Program in the Northwest Territories.

The dyadic linkages between the Advanced Education Division of the Ministry of Education of the GNWT and Canada Employment and Immigration Commission, and between the Advanced Education Division of the Ministry of Education and Arctic College constituted the units of analysis and study. It was proposed that the strength of the dyadic linkages between the cooperating organizations could determine the effectiveness of their endeavors in the implementation of the Institutional Training Program in the Northwest Territories.

Subproblems

The specific research problems of this study were:

Subproblem 1

To draw conceptual frames of reference, and describe the interorganizational linkages,

a. between the Canada Employment and Immigration Commission (CEIC -- a national government agency) and the Advanced Education Division (AED-1) of the Ministry of Education, Government of the Northwest Territories (a local government agency), and

b. between the Advanced Education Division (AED-2) of the Ministry of Education, Government of the Northwest Territories and Arctic College (AC).

Subproblem 2

To determine the degree of strength of the interorganizational linkages created:

a. between the Canada Employment and Immigration Commission (CEIC) branch in the Northwest Territories and the Advanced Education Division (AED-1) of the Ministry of Education, Government of the Northwest Territories, and

b. between the Advanced Education Division (AED-2) of the Ministry of Education, Government of the Northwest Territories and Arctic College (AC) for purposes of cooperatively managing the Institutional Training Program implementation at Arctic College in the Northwest Territories.

Subproblem 3

With reference to the Institutional Training Program implementation activities, to examine whether variations in the performance of the cooperative activities of the Advanced Education Division of the Ministry of Education were reflected in the strength of its linkages with CEIC on one side and Arctic College on the other.

Subproblem 4

If operational differences are found, to identify the factors involved and examine them to determine whether these factors were reflections of the different ways in which the Advanced Education Division operated its relational activities with CEIC on one side and Arctic College on the other in the implementation of the Institutional Training Program in the Northwest Territories.

Subproblem 5

To explore relationships and the degree of the relationships among Marrett's (1971) dependent relational dimensions and the effectiveness dimension to verify the interdependent status of the five dimensions used for this study.

Subproblem 6

To determine whether the relational dimensions proposed by Marrett (1971) and supported by Aldrich (1975) and Van de Ven and his associates (1975, 1980) could be useful for examining the strength of interorganizational linkages and the effectiveness of the performance among agencies of various levels of government in a federal political system.

Subproblem 7

To determine the perceptions of Arctic College teachers, students, and graduates about the effectiveness of the performance of the Institutional Training Program (ITP) implementation in the Northwest Territories.

ASSUMPTIONS

This study took an exploratory approach to assess the interorganizational linkages and the effectiveness of the performance between cooperating national and local government agencies in the implementation of a manpower training program in the Northwest Territories. Hence, hypotheses were not developed to guide the research activity. According to Borg and Gall (1983:31), exploratory studies are conducted when there is lack of "sufficient understanding of the phenomena to form conjectures about relationships between constructs." As Negandhi (1973:1) observes also, "The concepts . . . in understanding interorganizational relationships and building interorganization theory are still in the preliminary stages."

Therefore, it was preferred for this study to be conducted at the level of exploratory research with the assumption that generalizations or hypotheses would come out of the data. Hence, the following assumptions were made to guide the conduct of this study.

1. A questionnaire instrument could be a useful tool for data collection on interorganizational relations activities and for obtaining the perceptions of respondents about the effectiveness of program implementation efforts.

2. Individuals could translate into numbers in questionnaire answer scales their perceptions of activities in which they were involved.

3. Respondents of the questionnaires of this study could provide answers which could be used as valid indicators of their perceptions and views of the training program.

4. The respondents to the questionnaires of this study could provide the data necessary for the required analysis of the performance effectiveness of interorganizational relations among cooperating agencies of national and local governments in the Northwest Territories.

5. The strength of the linkages of interorganizational relations and the effectiveness of cooperative program implementation could be measured by the data provided by respondents to questionnaires.

6. Marrett's (1971) relational linkage dimensions used in this study were appropriate for measuring the dyadic relational linkages between the cooperating governmental organizations in manpower training.

7. The perceptions of the respondents about the variables, which operationalized the relational linkage dimensions of formalization, intensity, reciprocity, standardization, and effectiveness, were valid means for measuring these dimensions.

OPERATIONAL DEFINITIONS OF TERMS

The following definitions of some central terms are provided in order to have a common basis of understanding of how the terms are used in this study.

Assistance: In interagency or in intergovernmental cooperation phenomena, the term *assistance* refers to help given by one agency to support the cause of another. The form of the help could be expertise, grant-in-aid or gift of funds, premises and equipment extended as contribution for program implementation.

Autonomy: This term refers to the power or right of organizations to self-rule within an overarching framework of organization to which the units belong in an association. In political associations, autonomy refers to the right of self-rule by a section of the population living in a defined territory within a national state territory, political system and government.

Cooperative Performance: This term denotes the concerted activity of two or more individuals, social systems or organizations toward the attainment of a common objective or goal set by the cooperating parties or agencies.

Federalism: Federalism "is a type of political system in which legislative power is divided between a central or federal legislature and state or provincial legislature." In a federal political system, the national or federal government has "jurisdiction over the entire territory and population [of a nation]," whereas the jurisdiction of the state or provincial government is limited to the territory and population of the state or province in which it performs governmental functions (The Canadian Encyclopedia, 1985:621).

Human Service Organizations: Generally the term applies to all "organizations whose principal function is to protect, maintain, or enhance the personal well-being of individuals by defending, shaping or altering their personal attributions . . .." Human service organizations "are mandated -- and thus justify their existence -- to protect and to promote the welfare of the people they serve" (Hasenfeld, 1983:1). In this study, the term "human service organization" refers to Federal and Territorial Governmental agencies which perform manpower training activities in the Northwest Territories.

Interdependence: As used in this study, the term refers to resource interdependence between cooperating organizations. Resources (expertise, money, materials) are not found in abundant supply. What one organization may have, another may not. Therefore, in order to maintain system functions (Parsons, 1953) and survive as viable social systems, organizations exchange resources among themselves. When organizations as social systems engage in resource exchange activities for the achievement of their respective self-interest goals, they are said to be interdependent on one another.

Interorganizational Relations: A social system which is created for the achievement of the objectives set by its members, is known as *organization*. When two or more such social systems coordinate their activities to attain common objectives, an interrelationship is created between or among social systems or organizations. The coming together of organizations in this way is known as interorganizational relations and the relationships between organizations are performed at the interorganizational field level. According to Warren and his associates (1973:146), "Interorganizational field concerns the properties of an aggregate of interacting organizations as distinguished from the properties of the individual organizations themselves" (quoted by Van de Ven, and his associates, 1975). The units of membership are the individual organizations. As Van de Ven and Ferry (1980:297) suggest, "An interorganizational relationship (IR) occurs when two or more organizations transact resources of any kind (money, physical facilities and materials . . . [and] staff services)."

SIGNIFICANCE OF THE STUDY

For Practice

This study will have some significant or important contribution **for practice** in the management of cooperative relations between national government agencies and cooperating local government organizations in a federal system of government such as Canada's. Provincial and local governments demand greater autonomy in the management of their jurisdictional affairs. National government authorities advocate more power and involvement in the decision-making processes of national socio-economic affairs. The gap is filled by activities of intergovernmental relations so that agencies of various levels of government can maintain working relationships among themselves in the cooperative management of national socio-economic development endeavors.

Although cooperation for program implementation is usually spelled out in joint agreements, intergovernmental or interorganizational relationships among agencies of governments are usually marked by disputes over jurisdictional boundaries. For example, federal funding for a program of language skill upgrading in Canada is currently a subject of an unresolved dispute of jurisdiction between local and national government agencies. Nevertheless, interorganizational cooperation among various levels of government continue as long as resources are scarce and equity remains a significant moral and ethical question. While the debate over jurisdictional boundaries and fair allocation of resources continues, governmental agencies pool their resources and coordinate their activities to implement socio-economic development programs. However, tax payers and opposition party members, with characteristic cries of "accountability to the voter," describe programs run by governmental agencies as inefficient and ineffective.

Amidst this struggle, practice shows that governmental agencies evaluate cooperative programs individually and submit reports to the executives of their respective organizations. Evaluation reports are usually submitted to the respective organizations because, as Marrett

(1971) suggests, "there is no single authority structure" in the coalitional context of interorganizational linkages. It is also little known what dimensions and methodologies governmental agencies use for evaluating cooperative programs. Governmental authorities are generally blamed for hiding program evaluation reports in their filing cabinets. Therefore, mutual evaluation of cooperative programs and reporting together their findings to the tax payer are apparently unusual.

Therefore, this study of interorganizational relationships between cooperating agencies of two levels of government attempted to do, not the unique, but, the unusual. In this endeavor, linkage dimensions (formalization, intensity, reciprocity, standardization and effectiveness) proposed by organization theorists (Marrett, 1971; Aldrich, 1975; Van de Ven and Ferry, 1980) as useful models of analysis for interorganizational relations were applied to assess the interorganizational linkages and the effectiveness of the performance of federal and local government agencies cooperating in the implementation of the Institutional Training Program in the Northwest Territories. With caution against environmental and organizational factors which could be present at the time of data collection, it is proposed that these relational dimensions, when established as related to effectiveness, can be used by government program managers to evaluate cooperative program implementation activities.

For Theory

The contribution of this study to organization theory would be:

1. Its endeavor to test whether relational linkage dimensions proposed by organization theorists (Marrett, 1971) could be used to study the cooperative relations between national government agencies and cooperating local government organizations in a federal system of government, and

2. The furtherance of the frontiers of the studies of interorganizational relations to the areas of assessing the performance effectiveness of the relational linkages between national and local government agencies in a federal political system.

Research and the literature in intraorganizational studies is abundant. However, macro-organizational theorists seem to have lacked interest in the study of interorganizational relations until about three decades ago when certain organization theorists (Levine and White, 1961; Litwak and Rothman, 1962, 1970; Evan, 1965, 1966; Hampton and his associates, 1968) realized the occurrences of organizational relationships and started writing about the phenomena. However, the study of interorganizational interactions appears to have received seminal guidance for research and study when Cora Marrett (1971) synthesized the scattered literature and identified dimensional properties for the measurement of cooperative interactions among organizations. Although Marrett's contribution to interorganizational relations research and study is significant, she does not mention in her work whether the interorganizational interactions dimensions would be useful for studies of cooperative linkages among government agencies.

Other researchers who endeavored to study the field of interorganizational relationships seem to have ignored the phenomena of cooperative relations between agencies of various levels of governments. For example, studies of interorganizational relationships by Pfeffer (1976), Hall (1977), Andrews (1978), Mutema (1980), and Germschied (1982) focus on cooperative relations of nongovernment organizations. Other studies by Georgopoulos and Tannenbaum (1972) show investigation of the performance of chain service organizations operating in different geographical locations under the same organizational name and doing the same kind of activity. Van de Ven and Ferry's (1980) study looked at the interorganizational linkages between regional and local early childhood development organizations.

Consequently, the interorganizational literature does not show studies of interrelationships between agencies of governments. As Hall and his associates (1973:46) observe, "There is virtually no work done . . . on government agency-government agency relationships." Hence, studies of vertical and horizontal cooperative linkages among national and local governments is noticeably absent from the interorganizational relations literature.

Therefore, the results of this study may encourage students of organizataion theory to turn their attentions to the study of the performance effectiveness of cooperative interorganizational relationships between agencies of various levels of government. Their efforts, as Hall and his associates (1973:46) suggest, ". . . would be crucial tests for some of the notions which have been developed about interorganizational relationships in the areas of human services." Also, the generalizations made in this study could help researchers to generate hypotheses for further research in the area of cooperative interorganizational relationships among government agencies.

DELIMITATIONS

The following points constituted the prescriptions imposed on this research:

1. This research is delimited to three human service organizations:
   a. The Canada Employment and Immigration Commission branch in the Northwest Territories,
   b. The Advanced Education Division of the Ministry of education, Government of the Northwest Territories, and
   c. Arctic College.

   The Advanced Education Division was considered in its dyadic relational linkages with the Canada Employment and Immigration Commission branch in the Northwest Territories on one side, and Arctic College on the other.

2. The federal government of Canada cooperates with the provinces and territories in financing the implementation of a range of socio-economic development programs. But, for the purposes of this study, the **Institutional Training Program** implemented with the cooperation of the federal government was selected.

3. The Canada Employment and Immigration Commission (CEIC) actively participates in national manpower training programs in all the provinces and territories of Canada. But,

for this study, CEIC's participation in the Northwest Territories was selected.

4. The program of cooperative endeavor selected for this study was an ongoing activity. The currency of the program activity accords with the exploratory approach of this study.

5. The analysis of the dyadic relational linkages of the Advanced Education Division of the Ministry of Education, Government of the Northwest Territories with the Canada Employment and Immigration Commission on one side, and Arctic College on the other were limited to the linkage dimensions of **formalization**, **reciprocity**, **intensity**, **standardization**, and **effectiveness**. The first four dimensions were proposed by Marrett (1971) for studies to determine the performance effectiveness of cooperatively interacting organizations. The fifth dimension was used by Van de Ven and Ferry (1980) and, it was employed in this study for assessing the consistency of the respondents in answering the question items grouped under the four relational dimensions.

LIMITATIONS

Among several environmental limitations to this study, some which were immediately apparent were the following:

1. The external validity of the findings of this study would be limited because this study was delimited to one program of manpower training in one territory of Canada.

2. The study was cross-sectional, and therefore, its external validity would be limited to the manpower training activities of the cooperatively interacting organizations at the time of data collection.

3. The respondents' perceptions of the interorganizational cooperative activities for manpower training under the **Institutional Training Program** in the Northwest Territories would limit the data.

4. The research data would be limited by the level of involvement, knowledge, and experience of the respondents about the Institutional Training Program and its implementation in the Northwest Territories.

5. Expressed and unexpressed personal biases of the respondents about the Institutional Training Program implementation in the Northwest Territories would limit the data.

6. The external validity of the findings would be limited by the data available and other extraneous factors affecting the data collection.

The Philosophical Perspective of This Research

This study endeavored to examine and analyze the cooperative relationships

1. between a local government agency of a developing region of Canada, that is, the Advanced Education Division of the Ministry of Education, Government of the Northwest Territories, and a federal government agency, that is, Canada Employment and Immigration Commission (CEIC), which exchanges resources on behalf of the Federal government for the implementation of manpower training programs in the Northwest Territories, and

2. between a local government agency, that is, the Advanced Education Division of the Ministry of Education, Government of the Northwest Territories and a public institution, that is, Arctic College which is located in the Northwest Territories.

This study was exploratory and empirical, and was conducted from a positivist-empiricist stance. It was an empirical study which used the quantitative methods of research to draw generalizations about the relationships between public agencies performing cooperative program activities.

ORGANIZATION OF THE THESIS

In Chapter 1, the background to human resources development endeavors, and the manpower training laws enacted by Canada to provide for the establishment of training programs were presented. The advantage that a federal political system provides for the existence and autonomy of local political entities, and coordination between national and local levels of government to work as equal partners in program implementation activities for national development was described. The problem which this cooperative manpower training program evaluation attempted to study, and the particular research questions which guided the study were presented. The significance of the study for macro organization theory and for practice, and the limitations and delimitations of the study were presented. Definitions of some central terms used in the study were given, and the philosophical perspective which was used to guide this study was also presented.

Chapter 2 presents and describes the interorganizational linkage model of this study. The Chapter presents the dimensions which were used to measure the performance effectiveness of the interorganizational linkages among the organizations which were investigated in this study. Organizational autonomy is also presented as a necessary condition for the creation of relational interorganizational linkages among agencies of various levels of government.

Chapter 3 focusses on a survey of some of the literature on interorganizational relations. Open systems theory, exchange theory, awareness of organizations of the existence of resources they need from their environments, and the interactions of organizations to create relations with other organizations in pursuit of acquiring resources are discussed. The Chapter explores some models of effectiveness proposed by organization theorists. Lack of definition among organization theorists as to what determines organizational effectiveness is examined, and the models selected from the interorganizational relations literature and used in this study are presented. Five dimensions which were used for measuring the strength of the linkages and the effectiveness of the performance between the organizations studied are shown.

Chapter 4 is a presentation of the methodology of the research. It presents also descriptions of the manpower training program selected for this study, and the organizations which cooperated in its implementation. The selection and modification of a linkage data gathering instrument, and the need for development and pilot testing of additional questionnaires for collecting perceptions of program effectiveness data are presented. The procedure followed in questionnaire distribution, and conducting of interviews for data collection are described.

Analysis of the research data and findings are presented in Chapter 5. Definitions of the linkage dimensions used for the analysis of the data are provided. Descriptions of the additional questionnaires used to gather data from the teachers, students, and graduates of Arctic College are given. The scale of measurement used and the standards determined for the data analysis are explained. Description and analysis of the means and standard deviations calculated from the interorganizational relations data gathered from the CEIC, AED-1, AED-2, and AC respondents are presented. On the basis of this analysis, the strength of the cooperative linkages and the effectiveness of the performance of the organizations implementing the Institutional Training Program (ITP) in the Northwest Territories are discussed. A comparative analysis of the cooperative performance of the Advanced Education Division with CEIC on one side and AC on the other is presented. On the basis of this analysis, a presentation is made to show whether the Advanced Education Division interacted in different ways with its different member organizations in its cooperative interorganizational activities. Description and analysis of the data collected from Arctic College teacher, student, and graduate respondents are presented.

The focus of Chapter 6 is on assessing the usefulness of the five dimensions (formalization, intensity, reciprocity, standardization, and effectiveness) used in this study. Hence, associations among these dimensions are explored by applying the statistical technique of correlation analysis to the interorganizational relations data which was gathered from the CEIC, AED-1, AED-2, and AC respondents. The results of the analysis regarding the usefulness of the five dimensions for assessing the performance effectiveness of interorganizational cooperative linkages are discussed.

Chapter 7 is the final chapter of this thesis. A summary of the chapters preceding it, as well as the conclusions and implications of the findings are presented. Suggestions are forwarded for further research.

Chapter 2

CONCEPTUAL FRAMEWORK

INTERORGANIZATIONAL LINKAGES

The focus of this study is the strength of the dyadic linkages, and the effectiveness of the cooperative performance

1. between the Canada Employment and Immigration Commission (CEIC), a national government agency branch in the NWT, and the Advanced Education Division (AED-1) of the Ministry of Education, Government of the Northwest Territories (GNWT), and

2. between the Advanced Education Division (AED-2) of the Ministry of Education, Government of the Northwest Territories (GNWT) and Arctic College (AC).

The interorganizational relationships which were examined in this study were the cooperative activities each organization performed in a dyadic linkage with its member organization toward the attainment of a cooperatively set goal of manpower training. This goal was the implementation of the Institutional Training Program (ITP) in the Northwest Territories to make the necessary skilled labor available for economic development activities.

Organizations or social systems, like living organisms, need external resources in order to function and survive (Aiken and Hage, 1968; Aldrich, 1972). It seems then that greater needs for survival require acquisition of sufficient amounts of resources. Therefore, in order to acquire resources for system functioning and survival, organizations create relations with other organizations. As Aldrich (1975:55) points out, "relations are based upon the exchange of specialized services between interdependent organizations." The need for organizations to link with other organizations in order to exchange resources is also recognized by Van de Ven and his associates. In this regard, the authors state:

> Because organizations can seldom marshall the necessary resources to attain their goals independently, they must establish exchange relationships with other organizations (Van de Ven, Emmett, and Koenig, 1975:22).

Socio-economic development needs and lack of sufficient internal resources to meet the demands of those needs, make it imperative for the government of the Northwest Territories to seek and acquire resources for the implementation of manpower training programs in the Northwest Territories. Also, pursuant to its legal mandate to serve the interest of the Canadian people, the national government of Canada strives to find venues for fulfilling its legal obligation. Hence, the national government avails resources to local governments to finance socio-economic development programs. Therefore, local and national governments create linkages with one another and perform human service activities and other development endeavors for purposes of expressing their responsiveness to their duties, responsibilities, and accountabilities to the people they serve.

Federal funds for manpower training help the government of the Northwest Territories to meet part of the cost of financing the Territories' overall human resources development program. For example, the implementation of the Institutional Training Program continues to be funded by a portion of the overall development assistance which flows from the federal government to the government of the Northwest Territories.

In the implementation of the Institutional Training Program, agencies of the national and territorial governments pool their resources and coordinate their activities to attain the goal of their mutual interest. This study was therefore an attempt to determine whether the interorganizational linkages created and activities performed among the organizations of this study were helpful in realizing the goals of their cooperative endeavors. In order to determine the strength of the linkages and the effectiveness of the cooperative performance between these agencies, dimensions considered by organization theorists appropriate for studies of cooperative relations among organizations were selected.

SELECTION OF LINKAGE DIMENSIONS

The interaction between the Northwest Territories branch of Canada Employment and Immigration Commission (CEIC) and the Advanced Education Division (AED-1) of the Ministry of Education, Government of the Northwest Territories is cooperative. According to Marrett (1971), such cooperative interaction between autonomous organizations is a **relational** interaction.

The literature shows that in the 1960s and 70s, there was almost an explosion of study about interorganization relationships and the dimensions by which these relationships could be measured (Hall and his associates, 1975; Knoke and his associates, 1984). Therefore, from the scattered literature on studies of the nature of organization interaction, Marrett (1971) synthesized dimensions used by organization theorists. She identified five properties which were considered useful for studies of interorganizational interactions. These properties were:

1. **Intraorganizational properties** -- complexity, openness of communication, access to outside resources;

2. **Comparative properties** -- similarity of goals, similarity of structures, complementarity of resources;

3. **Relational properties** -- formality (formalization of the relationship), intensity (size and frequency of resource exchanged), and reciprocity (direction and amount of resource flow).

4. **Formal contextual properties** -- extra-local integration, local integration, size of organizational set; and,

5. **Non-organized contextual properties** -- demographic structure, concentration of resources, community support.

Marrett's (1971) identification of dimensions of the nature of organizational interaction seems to have given focus to the search for characteristics of interorganizational relations. Van de Ven and his associates (1975:24) describe Marrett's contribution as "an excellent synthesizing article on the works of others." Marrett's (1971:83-99) contribution contains "four key dimensions for examining the linkage relationship between organizations." The four "key" dimensions which Marrett (1971) identified within the relational properties of organizational interaction are **formalization, intensity, reciprocity** and **standardization**.

The Van de Ven and Ferry (1980) study and analysis of interorganizational relations also suggests that Marrett's (1971) relational dimensions can be viewed from the perspectives of **structural** and **process** dimensions. (1) The **structural** dimensions include formalization, intensity, and centralization. (2) The **process** dimensions include the direction, frequency and quality of resource flows. According to Van de Ven and Ferry (1980), the direction and quality of resource flow constitutes measures of **reciprocity** between cooperating organizations.

Although in Van de Ven and Ferry's (1980) work Marrett's (1971) relational dimensions are found grouped as structural and process characteristics of interorganizational interactions, the views of these researchers about the utility of the relational dimensions for studies of cooperative relations among organizations are consistent with those of Marrett's. In an article on the theoretical analysis of interorganizational relations using Marrett's (1971) relational dimensions of formalization, intensity, reciprocity, and standardization, Aldrich (1975:49-70) observes that "At the theoretical level, all four dimensions are perfectly general" and are clearly relevant for studies of social service types of organizations. But, the author leaves the possibility of their application to other areas to be "determined only when someone makes such an attempt."

Other researchers, Hall and his associates (1975), Van de Ven and his associates (1975) at the theoretical level of analysis, and Andrews (1978), Mutema (1980), and Germchied (1982) at the level of empirical research, have used the relational dimensions proposed by Marrett (1971) for the analyses of interorganizational relations. The studies done by the scholars suggest the usefulness of these dimensions for studies of relations between cooperating organizations. In addition to the four relational dimensions suggested by Marrett (1971) for studies of relational linkages between cooperating organizations, effectiveness which was used by Van de Ven and Ferry (1980) in their assessment of interorganizational cooperation was employed in this study as a fifth dimension for evaluating the consistency of the respondents' answers to the questions which operationalized the four relational dimensions. As shown in Figure 2.1 on the next page, the interacting organizations and the dimensions of **formalization, intensity, reciprocity, standardization**, and **effectiveness** constituted the components of the conceptual framework of this research.

THE LINKAGE DIMENSIONS AND WHAT THEY MEASURE

The linkage dimensions of **formalization, intensity, reciprocity, standardization** and **effectiveness** measure the cooperative aspects of the interorganizational interactions between agencies. As Marrett (1971), Aldrich (1975), and Van de Ven and Ferry (1980) suggest, these linkage dimensions do not serve to investigate the cooperating organizations as units of analysis from **intra**organizational perspectives. Instead, as presented in the following sections, these dimensions provide measures of linkages between autonomous organizations.

Formalization

As proposed by Marrett (1971) and Van de Ven and Ferry (1980), formalization is a dimension which describes the structural framework of interorganizational linkages. Marrett (1971:89), who suggests the appropriateness of the dimension "to the interorganizational arena," defines formalization as "the degree to which the interdependency is given official sanction by the parties involved." According to Van de Ven and Ferry (1980:326), formalization is "the degree to which the role behavior and activities of each agency are clearly prescribed and codified" forming the structural basis for interorganizational interaction. Hage and Aiken (1972:486) also say that formalization in interorganizational interaction is "the degree of job codification" or role specification to guide organizational action in interorganizational relations. Two measures or subdimensions of formalization are

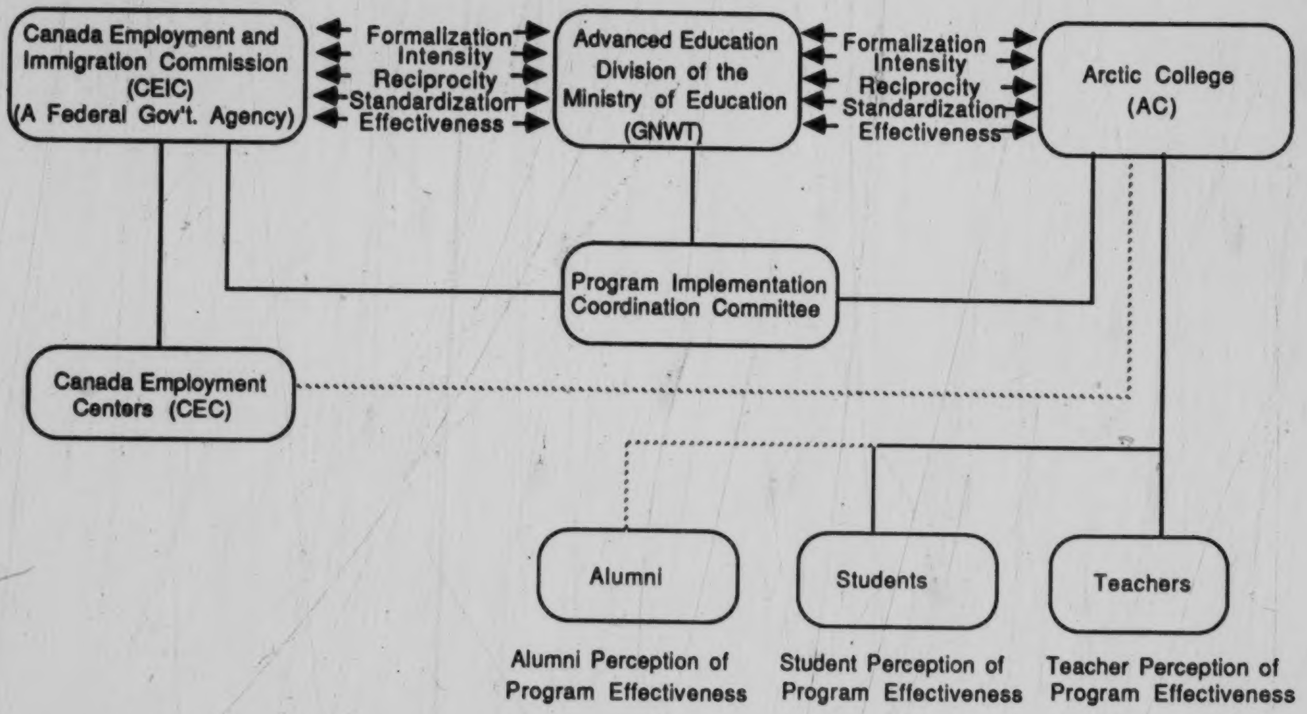

Canada Employment and Immigration Commission (CEIC) (A Federal Gov't. Agency)
Formalization
Intensity
Reciprocity
Standardization
Effectiveness
Advanced Education Division of the Ministry of Education (GNWT)
Formalization
Intensity
Reciprocity
Standardization
Effectiveness
Arctic College (AC)
Program Implementation Coordination Committee
Canada Employment Centers (CEC)
Alumni
Students
Teachers
Alumni Perception of Program Effectiveness
Student Perception of Program Effectiveness
Teacher Perception of Program Effectiveness

Figure 2.1

Conceptual Framework of Interorganizational Linkages Between Federal and Territorial Government Agencies for the Institutional Training Program Implementation in the Northwest Territories proposed (Marrett, 1971:91; Aldrich, 1975:63-4): (1) agreement formalization, and (2) structural formalization.

(1) Agreement formalization in interorganizational relations is "the extent to which the exchange is given official recognition" (Marrett, 1971:91; Aldrich, 1975). For example, the manpower training agreement entered into between CEIC and the GNWT is an act of giving official sanction to the transaction between them. (2) Structural formalization is defined as "the extent to which an intermediary coordinates the relationship (Marrett, 1971:91; Aldrich, 1975:64). For example, in the case of the Institutional Training Program implementation agreement, "a joint committee," or a "consultative mechanism," or a program implementation committee is created to coordinate or perform the functions of an intermediary between CEIC and the GNWT (Section 8, Canada/Northwest Territories Agreement on Training, June 16, 1986). Marrett (1971) observes the concerns of others that where an agreement exists between interacting organizations, the function of an intermediary may appear to be unnecessary. However, as the author suggests, the two subdimensions of formalization were used in this study "as though they tapped a similar dimension" (Marrett, 1971:91).

Intensity

Intensity is a structural dimension measured by the frequency of resource flows between cooperating organizations (Johns and Dimarche, 1967). Marrett (1971) suggests that the level and frequency of resource flow determines the degree of interaction and the strengths of the linkage between cooperating organizations. Also, as Aldrich (1975:64) suggests, this dimension "hopefully, will assist us in quantifying the strengths of a relation between organizations." Similarly, Van de Ven and Ferry (1980:306) point out that intensity as a dimension of network strength among agencies "represents the contribution of an organization to the IR [Interorganization Relationship]" and it "is the total sum frequency of information flows and amount of resource flows . . .." Two subdimensions of intensity can be distinguished (Johns and Dimarche, 1967; Marrett, 1971): (1) size of resource transacted, and

(2) frequency of interaction between the organizations. The size of resource transacted between organizations is "the magnitude of an organization's resources committed to a relationship" (Aldrich, 1975:64). For example, the total sum of resources (money, personnel, equipment and other facilities) exchanged between CEIC and the GNWT represented the size of resource transacted between them.

The second subdimension of intensity is frequency of interaction, and it is defined as "the amount of contact between organizations" (Aldrich, 1975:64). Frequency of contacts indicate the level of commitment and involvement in a relationship. For example, the frequency of contacts (by telephone, letter, meetings) between CEIC and the GNWT would show the level of the commitment of the interacting organizations to the implementation of the Institutional Training Program in the Northwest Territories (NWT).

Reciprocity

Reciprocity is a process dimension, and it is measured by the symmetry of the interactions between cooperating organizations. According to Marrett (1971:93), "a critical dimension in interorganizational relations among autonomous groups is the degree of reciprocity, or the mutuality of the relationship." Reciprocity, observes Aldrich (1975:65), is "the degree of dependence in a relation." Levine and White (1972:355) point out that reciprocal or symmetrical interactions require the flow of resources in terms of quality and quantity "from one organization to another in return for other elements." However, the authors identify three types of resource flow directions:(1) unilateral, (2) reciprocal, and (3) joint.

Unilaterality in interorganizational interaction occurs in a situation "where elements flow from one organization to another and no elements are given in return" (Levine and White, 1972:355). Unilaterality in resource flow appears to be observable in the actions of philanthropic organizations where the act of giving becomes gratifying and satisfying to the giver. Hence, gratification or satisfaction simultaneously acquired by the act of giving can be considered as a return to the giver. As White and his associates (1975:188) point out, in altruistic acts of resource flow "the needs of parties must usually be met simultaneously without [the] intervention of a common currency." Similarly, in the transfer of resources from national to local governments, "the universal criterion of profit," does not seem to serve as an evaluation criterion. The return or the reciprocity to governments may be the fulfillment of their accountability to the tax payer (their monetary support), or to their source of power or legitimation (White and his associates, 1975:189) by funding social service programs.

In funding the implementation of national development programs in the regions, the flow of resources in Canada appear to be unilateral or unidirectional. The resources are grants of the national government to assist the socio-economic development endeavors of the provinces and territories. Such grants, however, are provided after negotiations and agreements on the manner and method of how the funds would be used, and how the parties to the agreement would perform their cooperative activities. The conclusions of negotiated agreements are usually given wide publicity. In this way, national and local governments let the tax payer, or their electorates, or their power base know that they are fulfilling their obligations. The act of giving grants and letting this be known to the tax payer, from whom the governments derive their legitimacy is, therefore, considered a satisfying return or reciprocity. Thus, the notion of reciprocity in resource exchange interactions between non-profit organizations may not be perceived only in terms of tangible resources. Intangible resources such as the fulfilling of obligations, the satisfaction of giving, and the gratitude of the recipient could be considered as returns or reciprocities in resource exchange relations between non-profit organizations. As White and his associates explain,

> Instead of being evaluated by the universalistic criterion of profit, as are organizations in the economic sector, each autonomous organization is accountable to its own distinctive major source of legitimation (usually its source or sources of direct monetary support) in terms of idiosyncratic criteria -- usually that specific kinds of services are rendered to particular types of persons (White, Levine, and Vlasak, 1975:189).

Socio-economic development and the overall improvement of the life of the Canadian society can also be considered as the reciprocal return to both national and local governments. Reciprocity in government to government exchange of resources takes the form of peace and harmony leading to what Richardson and Baldwin (1976) call "the good life." Whereas the long term reciprocity of resource flow between national and local governments takes the direction and form presented above, concurrent and immediate reciprocity on the part of the government of the Northwest Territories (GNWT) takes the form of providing expertise, physical facilities, and services for the cooperative Institutional Training Program (ITP) implementation activity in the Northwest Territories.

A joint resource flow occurs when two organizations jointly contribute money or other resources to support the cause of a third organization. The donor organizations do not usually participate in the activities of the recipient organization, and contact between the donors and the recipient may not be more than a unidirectional flow or a one-time gift of resources (Levine and White, 1961; Aiken and Hage, 1968:914). Hence, as a type of resource flow concept, **joint** does not seem to be useful in this study of interorganizational relations.

Standardization

Standardization is the fourth relational dimension proposed by Marrett (1971) for assessing interorganizational cooperation. This dimension is concerned with the details of the transaction between cooperating organizations. As Thompson (1967:17) suggests,

> Standardization makes possible the operation of the mediating technology over time and through space by assuring each segment of the organization that other segments are operating in compatible ways.

According to Aldrich (1975), standardization of relational interactions may be measured by two sub-dimensions: (1) The standardization of the units of exchange, and (2) the procedures of exchange.

(1) Standardization of the units of exchange refers to "the fixedness of the units of exchange" (Aldrich, 1975:66; Van de Ven and associates, 1975). In the Institutional Training Program implementation in the Northwest Territories, the unit of resource exchanged between the national and the territorial governments was money in Canadian currency. Such a liquid resource as money appears to minimize the probability of conflict between the cooperating organizations (Litwak and Hylton, 1962; Aldrich, 1975). (2)The second subdivision is

procedural standardization, and it focusses on "the fixedness of the procedures for exchange" (Aldrich, 1975:66). A standardized procedure facilitates coordination of activities, and this suggests sequential interdependence between cooperating organizations (Thompson, 1967). A number of procedural standardizations have been specified in the manpower training agreement of June 16, 1986 between CEIC and the GNWT. Some of the standardized procedures were: (a) trainee selection, (b) trainee enrollment, (c) attendance reporting, (d) trainee dismissal, (e) payments to trainees, (f) financial records and reporting, (g) third party training arrangements, and (h) exchange of information between the cooperating organizations.

Effectiveness

Van de Ven and Ferry (1980) seemed to have used the dimension of effectiveness in their study as a direct measure of interorganizational performance. The dimension of effectiveness was used in this study to cross-check and determine the consistency of the respondents in answering the questions grouped under Marrett's four relational dimensions. The respondents would have opportunities to say directly whether they considered their interorganizational relationships as worthwhile, productive, and effective. In this way, they can express their opinions about the performance of their relational activities. This dimension was therefore used in this study as a useful tool of analysis of the performance of interorganizational linkage activities between cooperating government agencies.

ORGANIZATIONAL AUTONOMY IN INTERORGANIZATIONAL RELATIONS

According to Guetzkow (1962), autonomy is the degree of an organization's independence in relation to other organizations in its environment. Also, according to Gouldner's (1959:254) definition, autonomy is "the probability that . . . [the organization] can survive seperation from the system" (quoted by Leitz, 1973:132). Thus, the degree of organizational autonomy suggests the extent of its independence from unsolicited interventions of other organizations in its environment.

But, as social systems, organizations are open systems (Bertallanffy, 1956), and through interactions with other organizations in their environment, their autonomy is counterbalanced by voluntary interdependencies they create among themselves (Guetzkow, 1962). Voluntary or cooperative interdependencies are created among autonomous organizations for purposes of exchanging resources to achieve organizational goals. As Leitz (1973:132) suggests, "It is intrinsic to exchange theory that actors have a basic functional autonomy." Therefore, in order to enter into cooperative relationships and mutual dependence, organizations must be autonomous and independent of other organizations. As Litwak and his associates (1970) conceptualize, interorganizational relations are forms of federal linkages where the parties are autonomous. Thus, autonomy appears to be a basic criterion for forming cooperative interorganizational relationships among organizations.

SUMMARY OF THE CHAPTER

In Chapter 2, the dyadic linkages between the Federal and Territorial government organizations which cooperated for the Institutional Training Program implementation in the Northwest Territories were presented in a conceptual framework of the study. The focusses of the study, which were the linkages between the organizations of this study, were presented as the units of analysis. The selection of relational dimensions from the interorganizational relations literature for measuring these units of analysis was presented. The relational and effectiveness dimensions selected from the interorganizational relations literature were described. Autonomy of organizations was discussed as a necessary condition for the creation of cooperative interorganizational linkages among organizations to achieve common objectives in pursuit of organizational goals.

Chapter 3

REVIEW OF THE LITERATURE

GENERAL

The theoretical grounds on which this research is based is the focus of the literature review chapter. The writings, research studies and findings of some prominent scholars in the field of interorganizational relations are reviewed in this chapter.

INTERORGANIZATIONAL RELATIONS

Viewed from the perspective of Bertalanffy's (1956) general systems theory, and likened to living organisms, one of the major characteristics of organizations or social systems is need for external resources for functioning and survival. As Van de ven and Ferry (1980) observe, an organization that cannot achieve an objective by itself, ". . . initiates contacts with other organizations to secure help, which, if successful, result in the formation of a pairwise relationship . . .."

Hence, a relational study which assesses the interaction between cooperating organizations looks at the structure of the linkages and not the cooperating organizations themselves. Scott (1981:171) supports this argument by saying that in a study of linkages among a collection of organizations, the "emphasis is not on the individual organizational units, but on the pattern or network of relations connecting them." The underlying premise of Scott's statement is that the nature of linkages is different from the characteristics which distinguish the organizations from one another.

A condition for social organizations to acquire external resources and attain their self-interest goals appears to be openness to other social organizations in the environment. As Scott (1981:109) suggests, organizations maintain their equilibria by exchanging resources with the environment "since interaction with the environment is essential for open system functioning." Thus, at the interorganizational field level, open systems interdepend on one another for functioning, survival, and attainment of goals. The interorganizational field, as defined by Warren and his associates (1975:168) "concerns the properties of an aggregate of interacting organizations as distinguished from the properties of the individual organizations themselves."

OPEN SYSTEMS THEORY AND THE EXCHANGE MODEL

Organizations are social systems. Hence, they do not operate in a vacuum. As social systems, organizations -- with individual persons as role players -- interact with other organizations or social systems in the environment. As Richard Hall observes, "All organizations have relations with other organizations. Some are relatively trivial, while others are of central importance for the parties involved" (Hall, 1982:239). Katz and Kahn (1978) suggest also that organizational interactions consist of patterned activities that are complementary to one another.

Following Bertalanffy's (1956) introduction of the **general systems theory**, and its applicability to the analysis of social systems, the study of systems expanded from concerns of simple mechanistic systems to the study of applications of the systems notion to a whole range of new areas of human endeavor. As Scott observes, **general systems theory** shows that

> . . . many of the most important entities studied by scientists -- nuclear particles, atoms, molecules, cells, organs, organisms, ecological communities, groups, organizations, societies, solar systems -- are all subsumable under the general rubric of "system" (Scott, 1981:102-3).

Once the study of organizations or social systems was viewed from the perspective of **general systems theory**, organization theorists started to analyze organizations or social systems in relation to the environment with which those organizations interact. Yuchtman and Seashore (1967), Lorsch (1975), Stewart (1976), Katz and Kahn (1978), Scott (1981) view social organizations or social systems as essentially open systems. The authors argue that because open systems are analogous to organisms (Bertalanffy, 1956), organizations engage in the process of resource acquisition, transformation, and production activities. When organizations are perceived as interacting autonomous units within a larger system, one organization's output could be considered as another organization's input.

Hence, viewed from the **open systems** perspective, organizations may be interdependent on one another's outputs in order to function and attain their goals. However, the activity of resource transaction between two or more social organizations is not spontaneous, or unplanned, or unsolicited. As Levine and White observe,

> Organizational exchange is any voluntary activity between two organizations which has consequences actual or anticipated for the realization of their respective goals or objectives (Levine and White, 1961:588).

Further, with the open systems view of organizations, interdependence among organizations for resource exchange seems to be an inevitable assumption to make because, without interaction and exchange of resources, social systems or organizations would cease to exist as viable entities. Therefore, as Aiken and associates (1972:369) suggest, "The concept of interdependence helps us to focus on the problem of interorganizational exchanges."

Viewed from the perspective of the organismic analogy, no dynamic social system could play only as provider or only as receiver of resources. Exchange appears to be the order of open systems, and hence of social systems. That is, for dynamic systems, equilibria are maintained when resources are transacted among organizational systems in the environment (Scott, 1981:109-110).

Resources transacted between organizations vary in kind. With regard to exchange of resources between organizations, the following two views are presented by organization theorists:

(1) One view proposed by Adamek and Levin was that "organizations with the greatest abundance of elements were most likely to engage in exchange." The authors arrived at their conclusion after analyzing the data they gathered to study the operations of certain health and welfare agencies in the USA. The purpose of their study was, however, to determine the hypothesis "that organizations experiencing the greatest scarcity of needed elements would be most extensively engaged in exchange" (Adamek and Levin, 1975:206).

Although, as the authors state, their observation was not what they had expected, they say that they do not consider their findings as contradicting the work of Sol Levine and Paul White on interorganizational exchange at the system level, "but rather as extending and specifying it." However, the researchers offered their findings "as a tentative one in need of further testing" (Adamek and Levin, 1975:208).

(2) The second view supported by Levine and White (1961, 1963) was that scarcity of resources motivates organizations to engage in exchange relationships with other organizations. In the past, mainstream research in interorganizational exchange was guided by the notion that scarcity or lack of sufficient resources determined interorganizational linkages. Therefore, the second view guided the conduct of this study because the local government agencies lacked funds, and the federal government agency lacked the infrastructure and the training skills for implementing the Institutional Training Program in the Northwest Territories. As Levine and White (1961:583) suggest, "Under conditions of scarcity, interorganizational exchanges are essential to goal attainment."

INTERDEPENDENCE OF ORGANIZATIONS

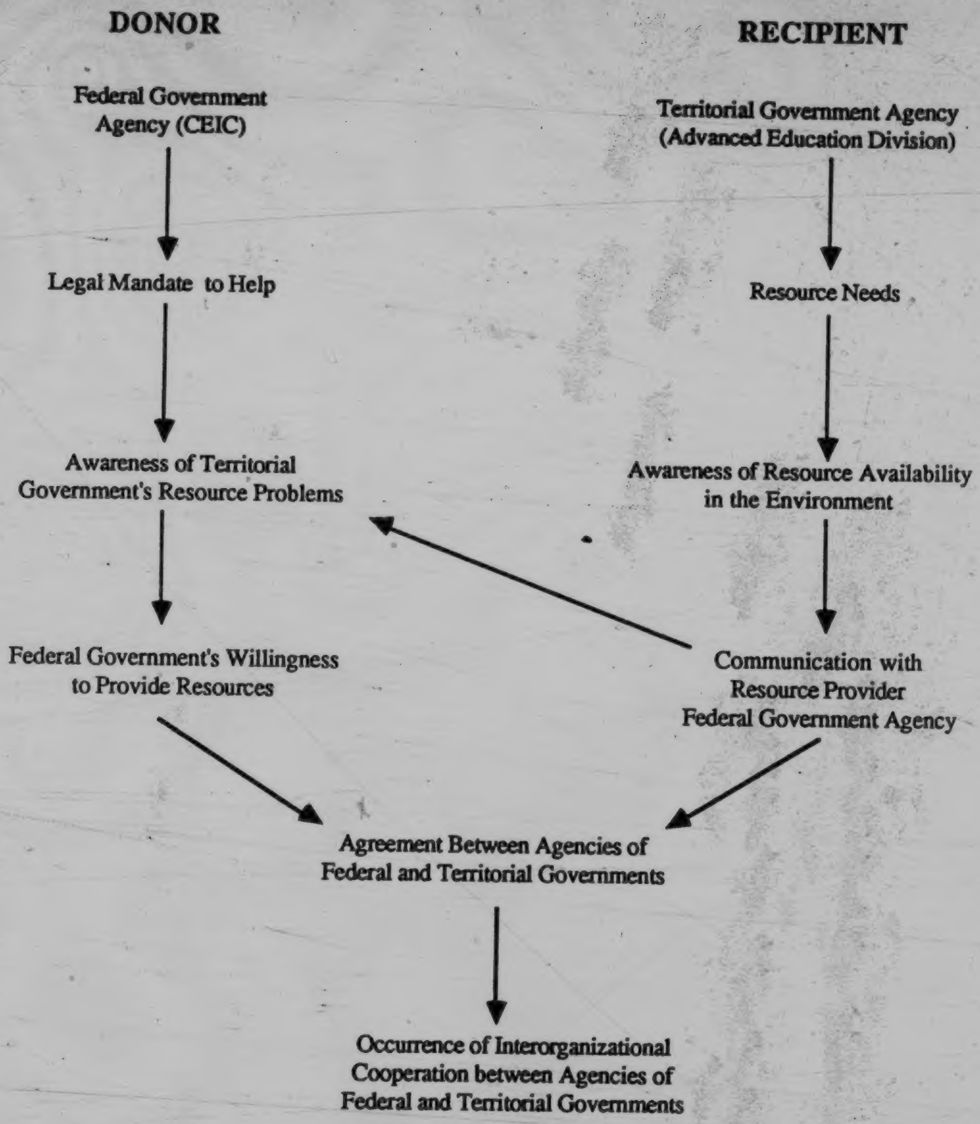
Organizations create relations with one another to exchange resources for the achievement of their goals. Thus, they create contacts through their boundary spanners and initiate relations in order to exchange the resources they require from one another. As Van de Ven and Ferry (1980:338) observe, organizations do not coordinate for coordination's sake, and, therefore, "the defining criterion of an IR [Interorganizational Relation] is the transaction of resources of any kind between the organizations involved." Further, Pugh and his associates (1972:205) point out that "The dependence of an organization reflects its relationship with other organizations in its social environment . . .." However, all interorganizational relations may not follow the same kind of relational pattern. For example, Katz and Kahn (1978: 139-140) differentiate between organizations that are dependent on a parent company, and organizations that are dependent on other autonomous organizations for resources. This study focusses on the interdependence of autonomous organizations for resources. Van de Ven and Ferry (1980:321) define resource dependence as " . . . the extent to which an organization needs external resources to attain its self-interest goals over a specified period of time." The authors suggest that there are two reasons for the emergence of interdependence among organizations: (1) Lack of resources, and (2) Awareness.

1. Lack of Resources

The first reason for the emergence or interdependence among organizations is lack of adequate resources for the performance of organizational functions. As Van de Ven and Ferry (1980: 311) state with a quote from the observation of Aiken and Hage (1968: 914-915), organizations are "pushed into such interdependence because of their need for resources -- not only for money, but also resources such as specialized skills . . .." Therefore, the exchange of resources which follow the relational interactions bring organizations to **interdependence** on each other. Because resource reciprocity of any kind can take place at any time and in a variety of forms (White, Levine, Vlasak, 1975), a one-way dependence of autonomous organizations on other autonomous organizations may not be subsumable under the exchange theory.

2. Awareness

The second condition for organizations to create relations with other organizations is awareness of one organization about the resource shortage problems of another organization. The willingness to respond to the problems of others emanates from awareness that such problems exist in the environment. Thus, mutual awareness of resource shortage problems and also availability of resources in the environment could facilitate linkages, cooperation, and **interdependence** among organizations. This resource exchange relationship could be illustrated by a **resource dependence model**. Therefore, awareness of each other's existence in the environment and willingness to respond to problems by providing resources are apparently the determinants of interagency relations. As shown in Figure 3.1 on the next page,


DONOR
RECIPIENT
Federal Government Agency (CEIC)
Legal Mandate to Help
Awareness of Territorial Government's Resource Problems
Federal Government's Willingness to Provide Resources
Territorial Government Agency (Advanced Education Division)
Resource Needs
Awareness of Resource Availability in the Environment
Communication with Resource Provider Federal Government Agency
Agreement Between Agencies of Federal and Territorial Governments
Occurrence of Interorganizational Cooperation between Agencies of Federal and Territorial Governments

(Adapted from Van de Ven and Ferry. Measuring and Assessing Organizations. New York: John Wiley, 1980:310.)

Figure 3.1

System Resource Model of Awareness and Exchange of Resources Between Donor Federal and Recipient Territorial Government Agencies

interagency relations leading to interorganizational cooperation and linkages is illustrated by a resource exchange model.

THE NATURE OF INTERORGANIZATIONAL RELATIONS

One of the earliest references to inter-organizational relations seems to be the study Ray Johns and David Demarche (1951) conducted to determine whether there was relational intensity among interacting community organizations in the United States of America. Thompson and McEwan (1958) were also aware of the existence of inter-organizational interactions and attempted to study the nature of this interaction. The authors seem to view organizations at three levels of interactional activities: (1) **cooperative**, (2) **competitive**, and (3) **rivalry**. Thus, Thompson and McEwan (1958) moved the horizons of the study of interorganizational relations a step further by suggesting that organizations interact also in competitive mode.

Levine and White (1961) investigated twenty-two health service organizations in the United States of America, and they observed that exchange of resources was the basis on which interorganizational relationships existed among those health service systems. Hence, the researchers suggested that interorganizational relations could be measured by the exchange of resources transacted between cooperating organizations. Endorsing the view expressed by Levine and White (1961), Evan (1965) stated also that the cooperative act of resource exchange between organizations could be used as a relational dimension.

However, Guetzkow (1966) expressed doubt as to whether there could be interactions and exchange of resources between organizations which are not structurally linked. He argued that "there is interpenetration of one organization by another, due to the intimacy necessary for close cooperation, one may consider the organizations symbiotic" (Guetzkow, 1966:30). In her work "On the Specification of Interorganizational Dimension," Marrett (1971) rejects Guetzkow's (1966) view and argues that symbiosis or structural merger is not a condition for interorganizational relationships to occur among autonomous organizations. Marrett further argues that organizations which link structurally lose their organizational autonomy in the process of merging. Therefore, she defines organizational autonomy as a condition for the occurrence of cooperative interorganizational interaction.

INTERORGANIZATIONAL DIMENSIONS

Organization theorists held different views about dimensions by which the interactions among organizations could be measured. Thompson and McEwan (1958) had earlier expressed that the purposes of organizational interactions could be measured along different dimensions. But, the authors did not specify the dimensions which could be used to measure the interactions among organizations. However, "in an excellent synthesizing article on the works of others," Marrett (1971) grouped the dimensions according to the purposes they could be used in studies of interorganizational interactions. She identified five properties: (1) Intraorganizational properties, (2) Comparative properties, (3) Relational properties, (4) Formal contextual properties, and, (5) Non-organized contextual properties.

According to Marrett (1971), the relational properties of organizations make it possible to study the cooperative interorganizational linkages among autonomous organizations. Therefore, based on the synthesis of the works of others, Marrett (1971) proposes the following dimensions for cooperative interorganizational relations studies:

1. Formalization of the relationship (Hage and Aiken, 1967),
2. Intensity of the involvement (Johns and Demarche, 1957),
3. Reciprocity of the interaction (Levine and White, 1961), and
4. Standardization of the transaction (Litwak and Hylton, 1962).

Once organizations have made linkages with other organizations for purposes of achieving their goals, the strength of the relational interaction among them could determine the success or effectiveness of their cooperative performance (Marrett, 1971). However, despite Altman's (1966:83) suggestion that appropriate standards of effective performance need to be identified, it appears that the debate among organization theorists on what are the determinants of organizational effectiveness has not yet been settled. Consequently, organization theorists continue to suggest various models for studies of organizational effectiveness. Some organizational effectiveness models suggested by prominent authors in the field are presented below:

MODELS OF ORGANIZATIONAL EFFECTIVENESS

Problem of Definition of Effectiveness

The term **effectiveness** is a notion which seems to have defied universal definition. Because "constructs are abstracts that exist in the heads of people" (Cameron and Whetten, 1983:7), and because one person's understanding of effectiveness could be different from another's, organization theorists have not agreed on a definition of effectiveness. Dubin (1976), Steers (1977), Cameron (1980), Bluedorn (1980), Kanter and associates (1981), Zammuto (1982), and Ratsoy (1983) recognize in their works the lack of an agreed definition of organizational effectiveness. For example, Zammuto (1982:23) points out that "disagreement on the nature of organizational effectiveness goes far beyond how it is to be defined." In a survey article of the literature on organizational effectiveness, Ratsoy (1983:1) agrees with Zammuto by saying that "there is lack of agreement on the meaning of organizational effectiveness . . .." Bluedorn's (1980:478) submission that he "described the effectiveness tradition as disparate and idiosyncratic with the consequent absence of cumulative progress," shows the difficulties of arriving at an agreed definition of organizational effectiveness because of the variety of views held by organization theorists. In an introductory paragraph to a bibliography on organizational effectiveness, Kim Cameron (1982:1) states also that

> Organizational effectiveness is a central concept in the study of organizations. It generally is considered to be the ultimate dependent variable in research on organizations, and it lies at the heart of almost all theories about organizational behavior and performance. Unfortunately, the concept of organizational effectiveness has not been well-defined. Authors use the term to refer to a variety of phenomena, and there is wide diversity in the criteria used to assess it.

Kanter and his associates (1981) seem to put the quest for a definition of organizational effectiveness in yet a wider spectrum by claiming that **effectiveness depends on who asks what effectiveness is.** Such a view suggests that there could be as many definitions of effectiveness as there are individuals who attempt to determine the criteria of effectiveness.

Steers (1975) examined seventeen multivariate models developed by organization theorists. Similar to the findings of Campbell (1973), Steers also found diversity of operational forms of the effectiveness construct. But, after observing the variation of criteria used to determine what organizational effectiveness is, Steers (1975) illustrates the general definitional problem by saying that,

> From the findings to date, it appears that either the effectiveness construct is invalid or that there may indeed be such a valid construct for which the relevant observable criteria have not yet been discovered (Steers, 1975:546-548).

On the basis of the divergence of models and criteria of organizational effectiveness, Cameron and Whetten (1983:11) also state that "no single, unambiguous meaning of the construct is available." However, the authors warn that their statement should not be negatively viewed. As presented below, the failure of organization theorists to agree on a definition of effectiveness in an organizational context has resulted in fragmented and noncumulative writings on the subject.

Research in Organizational Effectiveness

Organization theorists have endeavored to grapple with the notion of effectiveness through research. In attempts to draw a boundary around the effectiveness notion, organization theorists have proposed a number of variables by which organizational effectiveness could be measured. Ratsoy (1983:2) recognizes the multiplicity of variables suggested by organization theorists as indicators of effectiveness by stating that "a great many criteria for assessing organizational effectiveness are apparent in the literature . . .." In an attempt to identify a single effectiveness variable, Campbell and associates (1974) selected and examined in the U. S. Navy management twenty-five variables which they had considered to be an exhaustive list for the measurement of organizational effectiveness. The researchers found different operational forms of the variables which they had previously considered to be all-inclusive.

In an endeavor to develop a univariate measure of organizational effectiveness, Campbell (1973) reviewed and examined various measures employed in health service organizations. His endeavor resulted in identifying nineteen variables. Of the nineteen variables, **overall performance** and **productivity** ranked high. Overall performance aimed at productivity appeared to refer to organizational attainment of organizational **goal**.

Cameron (1978) utilized some effectiveness variables to study the management of several higher education organizations. The result of his study showed no significant overlap among the variables. That is, the variables were not interrelated among themselves in any important way, and thus stood singly in relation to the effectiveness construct they were employed to measure.

Georgopoulos and Tannenbaum (1957) studied thirty-two branch stations of a service delivery industry in the United States of America. The researchers were unable to identify variables which could be commonly used as measures of effectiveness for all the branches. Thus, they concluded that "specific criteria that might be proper in one case may be entirely inappropriate to other organizations" in the same system (Georgopoulos and Tannenbaum, 1957:534). Therefore, attempts so far made by organization theorists to identify a univariate measure of organizational effectiveness did not appear successful. Hence, as "no theoretical model has succeeded in mapping the total meaning of effectiveness" (Cameron and Whetten, 1983:9), for the purposes of this study, it was considered appropriate to use a combination of effectiveness models. The choice of models was based on the frequency of suggestions made by organization theorists in their attempts discover a dimension that would cover as much of the construct space of effectiveness as possible. Three models are presented below.

Three Models of Organizational Effectiveness

The literature on the measurement variables and models of organizational effectiveness is extensive, and the multiplicity of views regarding attempts to identify appropriate measures of organizational effectiveness permeates the works of authors in the field. However, the following three models were widely suggested by organization theorists for studies of organizational effectiveness: (1) The Goal Model, (2) the Systems Resource Model, and (3) the Strategic Constituency Model.

The Goal Model

Azumi and Hage (1972:414) suggest that organizations are purposive, and define an organization as "a social collective designed to achieve some specific objectives." Perrow (1972:440) adds that,

> Organizations are established to do something; they perform work directed toward some end. We must examine the end or goal if we are to analyze organizational behavior.

Etzioni suggests that "The stated goals of an organization can serve as a clue to the actual goals of the organization," and to define what organizational goals are, Etzioni adds that it is "a state of affairs which the organization is attempting to realize" (Etzioni, 1961:71-72; emphasis in original). Therefore, the purposive image of organizations appears to be a useful guide to understanding why organizations link with one another. The ends that organizations pursue in concert constitute their goals, and if they achieve their goals, organizations are considered as productive and therefore effective in their performance.

Organization theorists (Yutchman and Seashore, 1967; Stewart, 1976) identify two sources of goal setting: (1) Prescribed goal, and (2) Derived goal.

Prescribed goals are usually stated in declarations of aims and purposes of organizations, in formal charters of organizations, and in bilateral and multilateral agreements among organizations. **Derived** goals are deductions from the activities of organizations. According to Yutchman and Seashore (1967:897) and Stewart (1976), the derived goal approach "does not take the organization as the frame of reference." That is, the goal and the organization which perform activities to attain that goal are separately conceptualized. Therefore, the authors propose the **prescribed** goal approach to organizational studies "as the most valid source of information concerning organization goals" (Yutchman and Seashore, 1967:892). Hence, the prescribed goal approach was used as a criterion for assessing the effectiveness of the cooperative performance of the organizations of this study. Results of research by organization theorists (Georgopoulos and Tannenbaum, 1957; Mott, 1972; Campbell, 1973; Gibson and Associates, 1973) indicate that the productivity or goal criterion ranks high among other criteria. Based on their findings, Georgopoulos and Tannenbaum hold that one of the characteristics of organizational effectiveness is productivity or achievement of goals. Price (1972:77) also argues that "effectiveness and productivity are probably positively related." Chester Barnard (1938:55), had earlier observed that in organizational performance, "the degree of accomplishment [of goal] indicates the degree of effectiveness." In an attempt to "get a handle" on the much labored question of what would be a measure of organizational effectiveness, Ratsoy (1983) presents an assemblage of five dimensions and associated indicator variables in a "frying pan" model of concentric circles. Among the dimensions, Ratsoy locates goal at the focal point of his "frying pan" model. This seems to signify the centrality of productivity or achievement of organizational goal as an indicator for measuring organizational effectiveness.

Further suggestion of the utility of the goal model for assessing organizational performance comes from Georgopoulos and Tannenbaum (1957), and Yuchtman and Seashore (1967). The view of using organizational goal as a useful dimension for the measurement of organizational performance receives support also from Price (1972), Campbell (1977), Bedeian (1980), Cameron (1980) and Scott (1981). For example, Scott argues that, irrespective of who sets organizational goals, "When we speak of goals . . . we are focussing on the use of goals to supply evaluation criteria" (Scott, 1981:321). Similarly, Etzioni (1961) argues in favor of using the goal model for organizational evaluation because of its unbiased characteristics in measuring organizational effectiveness. He states that,

> The [goal] model is considered an objective and reliabie analytical tool because it omits the the values of the explorer and applies the values of the subject under study as the criteria of judgement (Etzioni, 1961:258).

Zammuto's (1982) claims the significance of goal as a model for measuring organizational effectiveness He states that,

> . . . the attainment of goals is the only standard against which performance is judged. [Therefore], the primary evaluative approach employed by organizations today is the goal-based approach (Zammuto, 1982:17-18).

Goals underlie the purposes for creating organizations and interorganizational relations, and the goals of organizations appear in the stated policies of the members, or in agreements signed for cooperative endeavors. Thus, the effectiveness of the performance of organizations or interorganizational cooperation can be measured by the degree of attainment of the stated goals. Therefore, according to Cameron and Whetten (1983), where productivity is associated with the achievement of goals, measuring organizational effectiveness in terms of productivity appears to be easily comprehensible and may be useful.

The System Resource Model

Nadler and Tushman (1980) propose that the open system notion of social organizations implies the existence of boundaries between systems. Boundaries differentiate systems from the larger environmental system in which they are embeded. However, their boundaries are not rigid, and social systems interact with their environments in resource exchange activities. As Scott suggests,

> No organization is self-sufficient; all must secure a continuing supply of resources from the environment and all must compete for the resources they require (Scott, 1981:156).

Scott's suggestion is supported by Lawler and his associates (1980:31) who state that ". . . organizations are the scene of a constant struggle for resources." In return, Scott endorses the observation of Lawler and his associates by stating that,

> The fact that organizations do not entirely control all of the resources necessary for goal attainment or survival leads them to become interdependent with other systems (Scott, 1981:157).

Therefore, viewed from the perspective of open-systems theory, an organization is a social system which actively interacts "to exploit its environment in the acquisition of scarce and valued resources" (Yuchtman and Seashore, 1967:898).

An organization which acquires from its environment the resources required for its goal is considered to have met the conditions necessary for securing a continuing supply of resources in an interdependent relationship with other organizations. Therefore, organizations which acquire resources can be winners in the struggle for resources, and the degree of an organization's resource acquisition ability can be used as a measure of its effectiveness. Katz and Kahn (1978) also support the utility of the system resource model for the assessment of organizational effectiveness. As Hampton and his associates (1968) propose, the need for resources comprises the main reason for the establishment of cooperation among organizations. Thus, **the system resource** approach appears useful for analysis and measurement of the performance effectiveness of interorganizational cooperation.

The Strategic Constituency Model

Because organizations do not have personalities in the same sense as individuals, reification of organizations, or viewing organizations as persons with human characteristics must be avoided. Therefore, when we speak of organizational purposiveness and organizational goals, we mean the purposiveness and goals of people in social systems (Etzioni, 1961; Perrow, 1972; Katz and Kahn, 1978; Cameron, 1980; and Lawler and his associates, 1980). For example, as Katz and Kahn advise,

> When we speak of organizational goals, organizational choice . . . we must restrict our reference to certain leaders or subgroups and not regard the organization as a person (Katz and Kahn, 1978:481, emphasis mine).

Thus, organizational choices and goals are choices and goals set by individuals or groups in the same way as individual persons' choices and objectives are determined by the individuals themselves.

Individuals who set or influence the goals of organizations are usually considered as the most powerful **stakeholders** in the activities of the organization. As Kanter and Associates (1981) observe, influential stakeholders have the final word in the decision-making process of organizational goals. Thus, Individuals and groups whose preferences and influences have impact on the goal setting and performance of organizations constitute the **dominant coalition** or the **strategic constituencies**. For example, resource providers, (input constituencies), product consumers (output constituencies), and groups whose expertise and occupations are essential to organizational survival, and those whose lives are significantly affected by the organization, constitute the strategic constituencies of an organization. Warren and his associates define product providers (input constituencies) as " that group of actors which an organization acknowledges to have a legitimate role in determining its policy." And, product consumers (output constituencies) are "that group of actors which an organization acknowledges an obligation to serve" (Warren and his associates, 1973:147).

Strategic constituencies would be expected to compete for influence in organizational goal setting because they would be expected to maintain their interests in the activities and performance of the organization in question. But, organizational goal setting by competition among strategic constituencies, argues Scott (1981), is an exceptional pattern and rare in real situations. Instead, what takes place in organizational goal setting is a process of negotiation "among members of dominant coalitions" (Scott, 1981:264). By processes of negotiation and compromise, the dominant coalitions define and set the goals of organizations (Perrow, 1972; Katz and Kahn, 1978; Hasenfeld, 1983). But, as Quinn (1978) observes, different groups wish to define organizational goals from the perspectives of their own interests, and this sets the motion for competition. In the last analysis, however, goals are set by compromises among the strategic constituencies. The dominant coalition or the stakeholder groups set the goals by negotiations and agreement. The views, preferences, aims, and decisions of these representatives form the goals of interorganizational cooperative activities. The stakeholder groups (CEIC and GNWT), who entered an agreement on June 16, 1986 setting-up a cooperative goal of manpower training in the Northwest Territories, were the dominant group or the strategic constituency. Therefore, the strategic constituency model was considered useful as a tool of analysis for this study.

SUMMARY OF THE CHAPTER

In this Chapter, the justification for using the general interorganizational literature to provide perspectives for a study of cooperative relations among agencies of various levels of government was presented. Exchange of resources was presented as the theoretical basis on which cooperative linkages among organizations are analysed. The open systems theory, and openness of social organizations to their environment and the emergence of organizational interdependence were explored. The dimensions of formalization, intensity, reciprocity, standardization, and effectiveness which were used to examine the strength of the interorganizational linkages and the effectiveness of the cooperative performance of the organizations of this study were described. The attempts of organization theorists to define the notion of effectiveness, and the diversity of views they expressed as to what models were appropriate for determining organizational effectiveness were outlined. Models (the goal model, the system resource model, and the dominant coalition model) suggested by organization theorists to determine the effectiveness of cooperative linkages among organizations were presented.

Chapter 4

DESIGN AND METHODOLOGY OF THE RESEARCH

THE RESEARCH DESIGN

Need for Assessing Cooperative Manpower Training Activities

A general scheme of national manpower training endeavors between agencies of various levels of government in Canada is carried through cooperative interorganizational linkages approach. Therefore, cooperative linkage activities, or organizational networking presents a general method for conducting relational resource exchange activities between organizations. But a search of the available literature did not reveal that either cooperating federal and local government agencies for manpower training or individual researchers have done evaluations of these cooperative programs from the perspectives of performance effectiveness. Member agencies which participate in cooperative activities evaluate their respective performance from intraorganizational perspectives. Singling out for evaluation one's own activities only in a cooperative program implementation situation is intraorganizational in approach, and usually designed for inhouse use. Evaluation approaches of this kind lack perspectives on the linkage aspects of government to government coordination or interorganizational cooperation of various levels of government agencies for program implementation.

Therefore, having perceived the noticeable lack of studies on the performance effectiveness of cooperative interorganizational linkages for manpower training between federal and local government agencies, it was considered useful for policy decision making to endeavor to assess the performance effectiveness of the interorganizational cooperation among government agencies. Consequently, this study looked at the cooperation in the implementation of the Institutional Training Program (1) between Canada Employment and Immigration Commission (CEIC) in the Northwest Territories and the Advanced Education Division (AED-1) of the Ministry of Education, Government of the Northwest Territories, and (2) between the Advanced Education Division (AED-2) of the Ministry of Education and Arctic College (AC) from a perspective of an independent researcher. The aim was to determine the strength of the dyadic interorganizational linkages between these two groups of organizations and the effectiveness of their cooperative performance. Dyads or pairwise relationships provided the perspective from which the interorganizational linkages or networking of the agencies were studied.

Selection of Program and Organizations

The selection of the Institutional Training Program for this study, and the organizations which were engaged in its implementation were guided by the following reasons.

Selection of Training Program

Human resources development or manpower training as advocated by Theodore Schultz in the early 60s was considered as the most important precursor activity for the socio-economic growth and development of all countries of the world. Schultz's advocacy of the importance of human resources development revolved around a theme of "education as a private stock of human capital" which is nurtured by training (Schultz, 1982:36). This theme was soon developed as *human capital theory* and was quickly adopted by countries around the world as a panacea for all their socio-economic problems. Consequently, rich and poor countries alike devoted a great deal of attention and resourses to human capital development or manpower training. This move appeared to receive support from countries which were willing to provide the required means for training, and Canada was one of them. It responded to the call of *human capital theory* as early as 1960 by improving on its existing manpower training laws (The Technical and Vocational Training Act of 1960) and establishing programs and providing for federal and local government cooperation for human resources development activities. Consequently, federal and local government cooperation was focussed on manpower training as a nationwide activity.

However, despite continued cooperative efforts between federal and local governments to meet the training needs of individuals and the requirements of the labor market, shortages as well as surpluses of skilled labor remained pronounced. Further enactments (the Adult Occupational Training Act of 1967 and the National Training Act of 1982) outlining criteria for cooperation between federal and local government authorities were provided. Also, a program implementation guide such as the Canadian Jobs Strategy of June 1985, which outlined procedures for the selection, guidance, and funding of trainees was put into operation. But, the employment-unemployment enigma which had puzzled the national parliament in the early 80s and led to the establishment of the Almand Commission had remained unresolved. For example, at the end of May 1988, with a nationwide unemployment rate of 7.8 percent, there were 1.042 million unemployed Canadians. Many were skilled (Statistics Canada, No. 71-001, 1988). Yet, federal and local governments continue their cooperation for nationwide implementation of manpower training programs. Therefore, the interest of this study was to look at the interorganizational linkages and the effectiveness of the performance between the cooperating federal and local government agencies in the implementation of a manpower training program. The particular manpower training program selected for this study was the Institutional Training Program implemented in the Northwest Territories.

Selection of Organizations

The law (The National Training Act of 1982) provides that federal government resources should be made available to local government agencies through Canada Employment and Immigration Commission (CEIC) for manpower training in non-degree granting post-secondary institutions found in the provinces and territories of Canada. In order to exchange resources, CEIC links with local government agencies which have responsibilities for human resources development through education and training. Thus, CEIC coordinates with provincial and territorial departments of education responsible for post-secondary training. These departments in turn coordinate with non-degree granting post-secondary institutions which are found in their jurisdictions and provide institutional training programs. Therefore, three federal and local government organizations which were involved in manpower training activities were selected for this study. The organizations were:

1. Canada Employment and Immigration Commission (CEIC), a federal government agency entrusted with the responsibility for coordination and funding of national manpower training activities in non-degree post secondary institutions in Canada (National Training Act, C-109, 1982),

2. The Advanced Education Division of the Ministry of Education, Government of the Northwest Territories, mandated to oversee the training of adults in postsecondary institutions in the Northwest Territories (Government of Northwest Territories Annual Report, 1985), and

3. Arctic College, a postsecondary institution in the Northwest Territories providing non-degree training programs for adults.

As shown in Chapter 2, page 33, Figure 2.1, the pattern of cooperative relationships among the above three organizations was dyadic. Hence, an interorganizational relations (IR) instrument developed by Van de Ven and Ferry (1980) was adopted for this study.

The Problem

A survey of the literature showed lack of research and information on evaluation of interorganizational linkages which attempted to assess the effectiveness of cooperative program implementation activities between national and local governments in Canada. Though encouraging insights were provided by the general interorganizational relations literature which presented the subject at the theoretical level of analysis, research hypotheses were not generated to guide the conduct of this study. Consequently, this study took an exploratory approach to examine and determine whether the performance of the dyadic interorganizational linkages among Canada Employment and Immigration Commission (CEIC), the Advanced Education Division of the Ministry of Education (AED), Government of the Northwest Territories, and Arctic College (AC) for the implementation of the Institutional Training Program in the Northwest Territories was effective. Thus, hypotheses, or generalizations were left to emerge from the data gathered to answer the research problem. However, the problem which guided this research endeavor was asked as follows:

What is the extent of the interorganizational linkages and the effectiveness of the cooperative performance:

1. between the Advanced Education Division (AED-1) of the Ministry of Education, Government of the Northwest Territories, and Canada Employment and Immigration Commission (CEIC), and

2. between the Advanced Education Division (AED-2) of the Ministry of Education, Government of the Northwest Territories and Arctic College (AC)

in the implementation of the Institutional Training Program (ITP) in the Northwest Territories?

In order to answer this research question, prior answers were required for the following specific research questions or subproblems:

1. What is the degree of strength of the interorganizational linkage between the Advanced Education Division (AED-1) of the Ministry of Education and the Canada Employment and Immigration Commission (CEIC) branch in the NWT for the implementation of the Institutional Training Program (ITP) in the Northwest Territories?

2. What is the degree of strength of the interorganizational linkage between the Advanced Education Division (AED-2) of the Ministry of Education and Arctic College (AC) for the implementation of the Institutional Training Program in the Northwest Territories?

3. Are variations in the performance of the cooperative activities of the Advanced Education

Division of the Ministry of Education with Canada Employment and Immigration Commission on one side and Arctic College on the other reflected in the strength of the linkage dimensions measuring their overall relational activities?

4. If data calculation results indicate variations in the strength of the relational dimensions measuring the cooperative activities of these two groups of organizations, are the variations reflections of different modes of operation the Advanced Education Division employed in its relations with Canada Employment and Immigration Commission on one side, and Arctic College on the other in the activities of the Institutional Training Program?

5. What are the degrees of strength of the interdependent relationships among Marrett's (1971) relational dimensions (*formalization, intensity, reciprocity, and standardization*) and Van de Ven's (1980) dimension of *effectiveness* used for this study?

6. Are the relational dimensions proposed by Marrett (1971) and supported by Aldrich (1975) and Van de Ven and his associates (1975) useful for studies of interorganizational linkages between agencies of national and local governments in cooperative program implementation activities?

7. What are the perceptions of the teachers, students and graduates of Arctic College about the effectiveness of the implementation of the Institutional Training Program in the Northwest Territories?

Focus of the Study

This study focussed on:

1. The relational linkages between the Advanced Education Division of the Ministry of Education, Government of the Northwest Territories and Canada Employment and Immigration Commission,

2. The relational linkages between the Advanced Education Division of the Ministry of Education and Arctic College, and

3. The perceptions of the teachers, students, and graduates of the Institutional Training Program implemented at Arctic College in the Northwest Territories.

The units of analysis in the investigation of 1 and 2 above were the linkages between the cooperating organizations, and investigation of 3 above were the perceptions of the teachers, students, and graduates of Arctic College about the effectiveness of the Institutional Training Program implementation in the NWT.

Research Dimensions Used for the Study

A group of five *linkage dimensions,* and another group of three *models of effectiveness* were selected from the interorganizational relations literature in order to guide the conduct of this study. These are presented below.

Linkage Dimensions

Four of the five linkage dimensions which were used for the analysis of this study were suggested by Marrett (1971). The dimensions suggested by Marrett (1971) were: (a) *formalization,* (b) *intensity,* (c) *reciprocity* and (d) *standardization. Effectiveness* was determined as useful by Van de Ven and Ferry (1980). These dimensions were operationalized by variables contained in an instrument developed by Van de Ven and Ferry (1980), and adapted for this study. However, following Van de Ven and Ferry's (1980:355) suggestion, this instrument was modified to fit the activities performed in the implementation of the Institutional Training Program, and the organizations which were conducting these activities.

Models of Effectiveness

The effectiveness models used to determine the performance of the interorganizational linkages between the cooperating organizations of this study were therefore, (a) the ***goal model***, (b) the ***resource dependence model***, and (c) the ***strategic constituency*** or the ***dominant coalition model***. These models were suggested by organization theorists including Etzioni (1961), Perrow (1972), Katz and Kahn (1978), Cameron (1980), and Lawler and his associates (1980).

Selection of Research Methods

This research endeavor was guided by a functionalist world view. Therefore, from the perspectives of the functionalist paradigm, four methods of data collection can be used for research in the social sciences. The methods are (a) *questionnaire*, (b) *interview*, (c) *document search*, and (d) *observation*. Although each method has its own virtues for research in different circumstances, use of more than one method at one time provides the researcher an opportunity to view and collect data on a research subject from various perspectives. The use of more than one method for research data collection is known as *triangulation*, and research data collection by *triangulation* enables the researcher to arrive at a more reliable understanding of the nature of the research problem (Bogdan and Biklen, 1956). Nevertheless, the *questionnaire* and the *interview* methods were used to collect data for this study. According to Tuckman (1978:197), "Questionnaires and interviews can also be used to discover what experiences have taken place . . . and what is occurring at the present."

The Questionnaire Method

In due consideration of the above, selection of one method or the other for social science research data collection appears to be a general practice among social scientists. Hence, on the basis of the frequency of its use by researchers to collect data, and in due consideration of time and other resources, the *questionnaire method* was selected as the main data collection instrument for this study.

The Interview Method

In order to collect data for this study from varied perspectives, it was necessary to conduct also *semistructured interviews* with five key questionnaire respondents in the three organizations (Arctic College, the Advanced Education Division of the Ministry of Education, and Canada Employment and Immigration Commission) whose cooperative interrelationships were the focusses of this study. According to Borg and Gall (1983:442), in a *semi-structured interview* situation,

> . . . the interviewer first asks a series of structured questions and then probes more deeply, using open-ended questions in order to obtain more complete data. The *semistructured interview*, therefore, has the advantage of being reasonably objective while still permitting a more thorough understanding of the respondent's opinion and the reasons behind them than would be possible using the mailed questionnaire [alone] (emphasis in original).

Therefore, because of the additional perspective the method could provide, interviews were held with one respondent each in two (CEIC and AC) of the organizations of this study.

Lack of Reported Studies on Coordination Between Government Agencies

A search for a previously validated data collection instrument for measuring cooperative linkages between development assistance agencies of the federal government, and cooperating local government organizations showed no positive result. Therefore in a situation where a suitable instrument tested for its reliability and validity for studies of cooperative linkages among governmental agencies was not available, adoption and modification of an existing instrument which could serve the purpose was considered justifiable. During a survey of the interorganizational relations literature, it was discovered that an interorganizational relations assessment instrument existed. This instrument was designed and developed by Van de Ven and Ferry (1980) for use in studies of relations among organizations performing similar functions. Although the Van de Ven and Ferry (1980) instrument was designed for use in studies of organizations performing similar functions, examination of the items showed that the substantive contents could be used for this study with the necessary modifications to fit the characteristics of the program and the organizations implementing it. As the authors also suggest,

> The IR indices appear to represent a good compromise between being (1) general enough to apply to a variety of different types of contractual or voluntary IRs and forms of resource transactions, and (2) specific enough to explain large proportions

> of the variations in each type of resource transacted between organizations (Van de Ven and Ferry, 1980:346).

Therefore, permission was sought (Appendix A1) and obtained (Appendix A2) from Andrew Van de Ven to use the Van de Ven and Ferry (1980) interorganizational relations (IR) assessment instrument for data collection in this study. But, through some additions and omissions, this instrument was modified, as its authors suggest, "to fit the types of organizations being assessed" and the training program being examined (Van de Ven and Ferry, 1980:355). Hence, without changing the substantive content of the items in this instrument, four variations of instruments with an equal number and sequence of items were evolved for each of the following organizations to assess its dyadic relationship with the cooperating organization.

1. One modified instrument (Appendix C1) was made for the Canada Employment and Immigration Commission (CEIC) branch in the Northwest Territories to look at its relations with the Advanced Education Division (AED-1) of the Ministry of Education, Government of the Northwest Territories.

2. A second modification of the instrument (Appendix C2) was made for the Advanced Education Division (AED-1) of the Ministry of Education, Government of the Northwest Territories, to look at its relations with the Canada Employment and Immigration Commission (CEIC) branch in the Northwest Territories.

3. A third modification of the instrument (Appendix C3) was made for the Advanced Education Division (AED-2) of the Ministry of Education, Government of the Northwest Territories to look at its relations with Arctic College (AC).

4. A fourth modification of the instrument (Appendix C4) was made for Arctic College (AC) to look at its relations with the Advanced Education Division (AED-2) of the Ministry of Education, Government of the Northwest Territories.

Instrument Reliability and Validity

The utility of the Van de Ven and Ferry (1980) interorganizational relations (IR) assessment instrument for studies of cooperative activities among organizations has been determined by the authors on the basis of the following criteria: (1) The high correlations they found among the IR indices, (2) the ability of the dimensions to explain up to "65 percent of the variations" in resource exchange activities among the cooperating organizations, and (3) the ability of the indices "to detect different patterns of relationships" among different types of cooperating organizations. According to the authors (1980:346), "these results suggest the IR indices can be useful for research and applied assessment of interorganization relationships," and so long as caution is exercised in interpreting the results, Van de Ven and Ferry (1980) suggest that this instrument would be useful for cooperative interorganizational relations studies. Such caution would be warranted particularly if the instrument was modified, as was the case in this study, to meet the particular characteristics of the Institutional Training Program implementation activities and the organizations associated with it.

Instrument Reliability

After passing their interorganizational relations assessment instrument through four stages of development and refining, Van de Ven and Ferry (1980:334-35) have achieved a reliability level of .31 to .94 alpha coefficients for the different indices of resource transactions. Although the authors attribute the variations in alpha coefficients to "different conceptual elements used to define each construct," they state that the level of their instrument reliability is "acceptable" (Van de Ven and Ferry, 1980:334). Therefore, because it was considered that the Van de Ven and Ferry (1980) IR assessment instrument was refined to an acceptable level of reliability, it was adopted without further test for collecting data for this study.

Instrument Validity

Van de Ven and Ferry (1980:345-6) used three methods for determining the construct validity of the measures of their instrument: (1) The authors found that the correlations among the interorganizational relations (IR) indices were found to be "highly consistent with the theory on which they [were] based", (2) "The IR dimensions were found to explain 34 to 65 percent of the variations in different forms of resource flows" between pairs of organizations they studied, and (3) The OAI [Organization Assessment Instrument] indices were able to detect different patterns of relationships maintained" by one type of organization with other types of organizations.

Also, by comparing "the median correlations of items in each index with all other indices" of their instrument, the authors (1980:335) found that these median correlations were "far smaller than their corresponding coefficient alphas, indicating that the discriminant validity of the IR indices is quite good." In a further statement about the concurrent validity of the IR indices, the authors say that it is "adequate for assessing various types of resource transactions between organizations" (Van de Ven and Ferry, 1980:339). However, following the suggestion of the authors (1980:355), and aware of their warning that only necessary changes be made in the modification of their instrument (1980:379), changes were made in order to tune it to the particular organizational and relational characteristics of the cooperating organizations and the manpower training program of this study. In the process of this modification, the necessary care was exercised to maintain the substantive contents of the questionnaire items which address the notions of interorganizational relationships or linkages between cooperating organizations. Therefore, the Van de Ven and Ferry (1980) interorganizational relations (IR) instrument which they developed for assessing the cooperative relations among organizations was adopted and modified for use in this study without need for further test of instrument validity. Whether the level of instrument reliability was maintained after the Van de Ven and Ferry (1980:355) instrument has been modified "to fit the types of organizations" studied is presented in Chapter 6.

Need for Additional Questionnaire Instruments

Steps were taken to compensate for a lack in the Van de Ven and Ferry (1980) instrument to cover all the groups involved in the program implementation activities of this study. Therefore, to obtain the views and perceptions of all the groups directly involved in the Institutional Training Program implementation activities at Arctic College, three questionnaire instruments were designed for teachers (instructors), students (trainees), and graduates (former trainees) of Arctic College. The justification for the additional data collection instruments, the development and pilot testing of the questionnaires, and the results obtained are presented below.

Justification for Additional Instruments

To determine the performance effectiveness of interorganizational relations in cooperative program implementation activities, Van de Ven and Ferry (1980) studied the activities of 14 regional early childhood development organizations in pairwise relationships with 133 local child care organizations in Texas. Even though, as a group, the children were the focus of the cooperative interorganizational relations activities, Van de Ven and Ferry excluded these children from being sources of research data because the children were pre-schoolers and could not complete questionnaires. Thus, the respondents of the Van de Ven and Ferry interorganizational relations questionnaire were staff who were knowledgeable about how the cooperative external relations functions of their respective organizations were performed.

But, for a "holistic focus" of a program evaluation study, argue Wentling and Lawson (1975), all groups concerned and directly involved in the program should be included. The Van de Ven and Ferry questionnaire instrument was found inadequate for covering all the groups. Therefore, to provide a comprehensive view of the performance effectiveness of the interorganizational relations activities in the implementation of the Institutional Training Program at Arctic College, additional questionnaire instruments were needed to include the teachers, students, and graduates of the program. It was assumed that the students and graduates who constituted the focus of the training program activities at Arctic College and their instructors had perceptions of the worth of the program and could provide program effectiveness data on the basis of their individual participation and experience. To exclude the trainees and their trainers from being sources of research data on a program activity in which they play central roles would have rendered a partial view of the program under consideration.

Development of Additional Questionnaires

In order to have the views and perceptions of the groups which were directly involved in the instructional activities of the Institutional Training Program at Arctic College, it was necessary to develop questionnaire instruments appropriate for the teachers, students, and graduates. The questionnaires must address the areas of their specific involvement and experience. Hence, a pool of items was developed that would address the experiences of the groups regarding manpower training program activities at Arctic College. This pool of items was developed mainly on the basis of (1) some information obtained by the researcher during an earlier visit made to the headquarters of the organizations of this study for a general survey of the Institutional Training Program implementation environment, and (2) readings of reports and related literature issued by the organizations involved in the implementation of the Institutional Training Program. From this pool of items, questionnaire instruments were constructed.

Therefore, a nineteen-item questionnaire (Appendix D1) was constructed for the teacher respondents. The Student questionnaire (Appendix D2) had thirteen, and the graduate questionnaire (Appendix D3) had nineteen items. The answers of the teacher, student, and graduate questions were designed on a Likert style five-point scale ranging from 1 = To No Extent to 5 = Great Extent. The Likert style five-point answer scale is used in this study because it was assumed that it would be easy for the respondents to place judgement on narrow scale answers to questions (Borg and Gall, 1983).

Questionnaire Pilot Test

Valuable comments on the questionnaires were obtained from other students who were following the doctoral program in Educational Administration at the University of Alberta. The first draft was then submitted to the researcher's program Supervisor who gave the last comment on the final draft of the questionnaires before they were distributed to the respondents for pilot testing. Hence, as Sanders and Cunningham (1974:289) observe, "Talking to experts and reviewing the literature related to the evaluation focus should enable the evaluator to get a feel for the problem". Accordingly, the observation of these authors was followed in the development of the three questionnaire instruments.

However, before the questionnaire instruments were distributed to the target respondents, it was necessary to pilot test them by using "a sample of individuals from a population similar to that from which [the questionnaire respondents were drawn]" (Borg and Gall, 1983:425). Therefore, to carry out the pilot testing of the questionnaire instruments, as presented in Table 4.1 below, publicly funded post-secondary institutions which were similar to Arctic College were selected. The post-secondary institutions selected for conducting the pilot testing of the instruments were Alberta Vocational Centre (AVC) in Edmonton for the Teacher and Student Questionnaires, and Northern Alberta Institute of Technology (NAIT) for the Graduate Questionnaire. The types of training programs and their goals, and the characteristics of the target clients served by these post-secondary institutions were considered to be similar to those of Arctic College.

The Teacher and Student Instrument Pilot Test

In early November 1986, an instructor at the Alberta Vocational Centre (AVC) in Edmonton was approached with a request to distribute the pilot questionnaires (1) to teachers who were teaching Institutional Training Program courses at the AVC, and (2) to students who were sponsored by CEIC for training in Institutional Training Program courses at AVC. As shown in Table 4.1, ten (10) teachers and five (5) students from the training programs at AVC were identified and requested by this instructor to complete the pilot questionnaires.

Table 4.1
Institutions and Sample Size of Respondents Used for Pilot Testing the Additional Instruments

Post-Secondary Institutions	Questionnaires Distributed	Questionnaires Completed	Return Rate (%)
1. Alberta Vocational Centre (AVC)			
a. Teachers	10	10	100
b. Students	5	5	100
2. Northern Alberta Institute of Technology (NAIT)			
a. Graduates	4	4	100
Total	19	19	100%

The Graduate Instrument Pilot Test

With covering letters explaining the purpose of the survey, copies of the graduate questionnaire were distributed to four (4) graduates of the Northern Alberta Institute of Technology (NAIT) for pilot testing. These graduates questionnaire respondents were working in Edmonton for Blero Engineering and Equipment Limited. They were approached on behalf of the researcher by a mutual acquaintance who was working for this company. All four (4) graduate respondents completed and returned the questionnaires.

Purpose of Pilot Testing the Instruments

The purpose of pilot testing the questionnaires was to assess whether these questionnaires developed by the researcher were useful for collecting data from the target sample of respondents. Particularly, the pilot testing of the instruments was to determine their *reliability* and *validity* through established testing methods for collecting data for the study (Lawler and his associates, 1980:331-3; Borg and Gall, 1983:425-6).

Concerning *reliability*, the focus was (a) to assess whether the questionnaires were comprehensive enough for mapping activities of the training program, (b) to determine the clarity of the questions, and (c) to determine whether the language used in the items was consistent with the language of the organizations in their program implementation activities. The concern of *validity* was aimed at estimating whether the instruments measure concepts or notions of activities and outcomes in the implementation of the Institutional Training Program in the Northwest Territories. Reliability and validity estimates of the teacher, student, and graduate questionnaire instruments were determined, as presented below, from the processes of the development of the questionnaires and from the results of the pilot tests.

Pilot Test Results

Reliability of the Additional Instruments

Because of time constraint, as Borg and Gall (1983:284-5) suggest, only the *split-half reliability* method was employed to estimate the internal consistency of the items of the teacher, student, and graduate questionnaire instruments. This method has the advantage of obtaining reliability estimates from a single administration of questionnaires (Tuckman, 1978; Borg and Gall, 1983). The *split-half* approach, corrected by the Spearman-Brown correlation technique (Borg and Gall, 1983:285) was used to compute the data provided by the respondents of the three questionnaire instruments. The computation results showed internal consistency or reliability coefficients of .68 for the teacher, .75 for the student, and .87 for the graduate questionnaires. Considering that reliability coefficients can vary from .00 for no reliability to 1.00 for complete reliability (Tuckman, 1972:137; Borg and Gall, 1983:283), the test results obtained by using the *split-half* method were high enough to determine that the teacher, student, and graduate questionnaires were useful instruments for collecting data from the target samples.

Validity of the Additional Instruments

Estimates were made of the *content* and *construct validity* of the instruments developed. Analysis of the contents of the items from the point of view of what notions or concepts these items tried to explain provided ground for making judgement on relationships, inferences, and meanings. According to Carney (1972:25), "the making of inferences is the major purpose of *content analysis*. So, content analysis can be defined by considering what . . . is the core of agreed meaning" (emphasis mine).

Hence, the first stage of content analysis was performed by the researcher when items which were believed to have more reference and meaning than others to the Institutional Training Program activities were selected from a pool of items developed by the researcher. Second, useful comments and suggestions were also received from colleagues and those who were conversant with the program of this study. Third, the critique and suggestions provided by the researcher's program supervisor helped in reviewing, revising, and tuning the contents of the items before the instruments were distributed for pilot testing. Fourth, further improvements were made in the contents of the instruments on the basis of comments and suggestions received from the pilot test participants. Their advice on clarity, representativeness and choice of terms as used in the Institutional Training Program activities provided a useful guide for the content analysis exercise. As Carney (1972:26) observes, "*Content analysis* aims to help improve the quality of inferences to be drawn from each of them". Carney's concern was answered by the input of the various individuals and groups for the improvement of the instruments for the teachers, students, and graduates of Arctic College. Therefore, the results of the pilot tests were used to estimate their construct validity. As defined by Borg and Gall (1983:280), "**Construct validity** is the extent to which a particular test can be shown to measure a hypothetical construct" (emphasis in original). Therefore, in order to estimate whether or not what was intended has been measured by the instruments (Tuckman, 1972:89), the answers of the pilot test respondents were assessed on the basis of the following criteria:

1. If the respondents were able to answer an item, it was assumed that the respondents had conceptualizations of the training program activities which the question in that item was trying to determine.

2. Based on the diversity of their answers to the questions, assumptions were made whether or not the notions of the respondents about the training program activities were focussed on similar concepts.

Hence, analysis of the items of the answers to the three questionnaires on the bases of the above criteria indicated that (i) the questions in the three instruments developed by the researcher were within the knowledge and experience of the teachers, students, and graduates of the Institutional Training Program at AVC and NAIT which are post-secondary institutions similar to Arctic College, and (ii) the questions were measuring the concept that they were supposed to measure. Therefore, the reliability and internal validity of the instruments was considered acceptable. Accordingly, it was determined that the three questionnaire instruments were useful tools for collecting data for this study.

Two Major Types of Questionnaires Used for Data Collection

Two major types of questionnaires were used to collect data for this study. The first major type of questionnaire composed of four sub-types (Appendices C1, C2, C3, and C4) was a modified version of the Van de ven and Ferry (1980) interorganizational relations (IR) assessment instrument. The items in these questionnaires focussed on the interorganizational relations activities of the three organizations implementing the Institutional Training Program in the Northwest Territories. The second major type of questionnaire composed of three sub-types (Appendices D1, D2, and D3) was developed by the researcher to collect data from the teachers, students, and graduates of Arctic College on their perceptions of the effectiveness of the Institutional Training Program.

Respondents

The Questionnaire Respondents

The questionnaire respondents were drawn from the organizations which were selected to provide data for this study. These organizations were:

1. The Canada Employment and Immigration Commission (CEIC) branch in the NWT,

2. The Advanced Education Division (AED-1) of the Ministry of Education, Government of the Northwest Territories, which looks after the cooperative relations of CEIC with the Ministry,

3. Arctic College (AC), and

4. **The Advanced Education Division (AED-2) of the Ministry which looks after the cooperative relations with AC.**

Criteria for Selection of the Respondents for the Interorganizational Relations (IR) Questionnaire

Appropriate officials of the organizations of this study were asked to suggest the names of respondents who would be knowledgeable about the interactions of their organizations with other member organizations. The respondents of the relational questionnaires were, therefore, selected according to the following criteria.

1. The level of the individual person's involvement in boundary spanning, or public relations, or coordination functions in the interorganizational cooperative activities of the organization in which the person was working.

2. The knowledge of the individual person about (a) the implementation of the Institutional Training Program in the Northwest Territories, and (b) the activities performed to attain the objectives set by the cooperating organizations.

Criteria of Selection of the Respondents of the Effectiveness Questionnaire

The second major group of respondents were 42 teachers, 42 students and 42 graduates of Arctic College. The group was included in this study to provide data on its perceptions about the effectiveness of the Institutional Training Program in the Northwest Territories. The method used in the selection of each sub-group is presented below.

1. **Teachers** who were giving instructions to students who were sponsored by Canada Employment and Immigration Commission to attend institutional training program courses at Arctic College were considered qualified for completing the teacher questionnaire. At the time of data collection, there were 42 teachers in this catagory.

2. At the time of data collection, there were 420 **students** who were sponsored by Canada Employment and Immigration Commission (CEIC) to follow skill training in the various programs offered by Arctic College. A 10 percent sample was therefore

randomly selected, and 42 students served as respondents to the student questionnaire. The number of Arctic College graduates was not available. Therefore, after discussions with officers of the College, it was decided that the graduate questionnaire should be distributed to 42 Arctic College alumni.

The Interview Respondents

The criteria used in the selection of the five respondents were: (1) the positions the individual respondents had held in their respective organizations as contact persons for the other organization with which they cooperated regarding the Institutional Training Program activities in the Northwest Territories, (2) membership of the coordinating committee, or other ad hoc committees working for the activities of the Institutional Training Program implementation in the Northwest Territories, and (3) information that the individual person was assumed to have known about the Institutional Training Program operations in the Northwest Territories.

It was planned to interview key respondent at the three organizations studied. Accordingly, in consultation with officers of these organizations, five respondents were identified for the interview -- two from the Canada Employment and Immigration Commission (CEIC) branch in the NWT, one from Arctic College (AC), and two from the Advanced Education Division (AED) of the Ministry of Education. At the time when the questionnaires were being hand delivered to the respondents by the researcher, they had agreed to be interviewed after they had completed the questionnaires.

RESEARCH ACTIVITIES

The procedures followed to collect data on the perceptions of the executive staff of these organizations, and the teachers, students, and graduates of Arctic College are presented below.

Exploratory Data Collection Visit to the NWT

The researcher visited Yellowknife, Capital of the Northwest Territories, in July 1986 in order to gain introductory knowledge about the work environment of the organizations.

Discussions were held with certain executive officers on the following general topics: (a) locations of program implementation activities, (b) types of training programs available at the various campuses of Arctic College, (c) number of program participants, (d) problems encountered in training endeavors, and (e) success achieved. Questions such as the appropriateness of the training which persons receive for the work world in the Northwest Territories, and work opportunities for the program graduates were raised by the officers with whom the researcher held exploratory discussions.

Visits were also made to some private and public organizations such as Cominco Ltd., Giant Yellowknife Mines Ltd., the headquarters of the Dene Nation, the Special Agricultural and Rural Development Act (ARDA) Committee, and the Office of Statistics. Discussions were held and views were expressed about the manpower training program in relation to the individual trainee and the benefits derived for the community.

The introductory survey visit to the region where the activities of the institutional Training Program were operating was considered useful for the preparation toward the final data collection endeavor. For reading and further understanding of the focus of this study, annual reports, training program calendars, relevant brochures, and publications of statistical information were gathered from the public and private organizations visited, and from the agencies (Arctic College, Canada Employment and Immigration Commission, and the Advanced Education Division of the Ministry of Education) which were involved in the training program.

Permission to Conduct Research

Letters of request addressed by name to the Minister of Education, Government of the Northwest Territories (Appendix B1), and the Director of the Canada Employment and Immigration Commission branch in the Northwest Territories (Appendix B2) were written by the Chairman of the Department of Educational Administration, University of Alberta asking, on behalf of the researcher, for their permissions to conduct the research. These letters were personally delivered by the researcher during the preliminary survey visit of the headquarters of these organizations in Yellowknife. Because the addressees were not available in Yellowknife when the researcher visited the headquarters of their organizations, exploratory and general discussions were held with other executive officers of these organizations. The verbal responses received from them for the research request were positive. The President of Arctic College was verbally requested by the researcher for his permission to gather research data by questionnaire and interview method on the Institutional Training Program implementation activities at Arctic College. His response to the request was positive and encouraging.

Questionnaire Distribution

Interorganizational Relations (IR) Questionnaire Distribution

As shown in the Appendices, Questionnaire B1 was used for the Canada Employment and Immigration Commission (CEIC) respondents to look at their relations with the Advanced Education Division (AED-1) of the Ministry of Education, Government of the Northwest Territories. Questionnaires B2 and B3 were used for the Advanced Education Division respondents to look at their relations with CEIC and Arctic College, respectively. Questionnaire B4 was used for Arctic College respondents to look at the College's relations with the Advanced Education Division of the Ministry of Education.

At the time of questionnaire distribution in late November and early December 1986, respondents to the linkage questionnaires at CEIC and the Advanced Education Division were at their headquarters in Yellowknife. Arctic College respondents were located in Yellowknife, Fort Smith and Iqaluit Campuses. The linkage questionnaires were distributed by the researcher in person in early December 1986 to the respondents working in Yellowknife at the headquarters of the three organizations. The completed questionnaires were similarly collected from some of the respondents. Others mailed them. The linkage questionnaires for executive officers of Arctic College at Thebacha and Iqaluit Campuses were distributed and collected by a staff member at each campus between early December and mid-March 1987. The questionnaires were accompanied by covering letters explaining the purpose of the study and assurances of confidentiality of their responses.

Effectiveness Questionnaire Distribution

These questionnaires were hand delivered by the researcher to a staff member at Thebacha Campus. The mail was used to send the questionnaires to a staff member at the Iqaluit Campus of Arctic College. The staff members, in turn, distributed the questionnaires to the teachers, students, and graduates of Arctic College. With each questionnaire, a prepaid return envelope was provided to each respondent.

While on a visit to Thebacha Campus, an informative briefing about the training program and the facilities that were available for training was given to the researcher by the Vice President of Arctic College at Thebacha Campus. Some discussions about the training program activities and the facilities available at Thebacha were held with some program department heads.

Interview Conducted with AC and CEIC Respondents

The President of Arctic College (AC) and the Institutional Training Consultant at Canada Employment and Immigration Commission (CEIC) in Yellowknife were interviewed after these two persons completed and returned the linkage questionnaires. The interviews, which took about one hour each, gave opportunities to the researcher to ask open questions, and the respondents to discuss the activities of their organizations in the interorganizational cooperation for the implementation of the Institutional Training Program in the Northwest Territories. The purpose of the interview sessions was to obtain relevant data which were not possible to get from the structured or forced choice questions in the questionnaires. For example, data regarding the substance of a disagreement between CEIC and the Advanced Education Division of the Ministry of Education could not have been obtained from the data of the forced choice items of the questionnaires.

Because the prospective interview respondents selected at the Advanced Education Division of the Ministry of Education later declined to be interviewed, it was not possible to hold discussions on open-ended questions about the relationships the Division had maintained with Arctic College on one side and CEIC on the other. Despite this missing interview data from the Advanced Education Division, the discussions held with the Arctic College and CEIC respondents were useful for examining the areas of their concern in the questionnaire data analysis.

Follow-up

Telephone calls and post-cards were the methods used to remind some of the executive officers of Canada Employment and Immigration Commission and the Advanced Education Division of the Ministry of Education in Yellowknife to complete and return the IR questionnaires. Certain persons at CEIC who had indicated a willingness to complete the linkage questionnaires later declined to do so because of the view they held that some items in the questionnaires touched politically sensitive subjects. These persons were not convinced by explanations given by the researcher verbally and by telephone that there was no single item which referred to their concern, and that the conduct of the research strictly followed the ethics of confidentiality. Attempts made to convince them to complete the questionnaires because of the key positions they had held in the cooperative linkage activities of their organization failed.

The teacher, student, and graduate questionnaires follow-up was done by two staff members at Thebacha and Iqaluit Campuses. It was learned from these staff members that they had used the means available to them to remined the respondents to complete and return the questionnaires.

The graduates of the Institutional Training Program at Arctic College were scattered all over the Northwest Territories and other parts of Canada. It was reported to the researcher by the staff members that except those who worked and lived within the vicinity of Thebacha and Iqaluit, the only knowledge they had of the whereabouts of the rest of the graduates were from the addresses they had left at the completion of their training programs at Arctic College. Hence, some completed graduate questionnaires were returned through the cooperant teachers. How many have not received the graduate questionnaires mailed to them, probably because they had changed their addresses, was not known. Change of addresses is one of the contributers to low questionnaire return rate, and that could be why the graduates have the lowest return rate among the respondent groups of this study.

SUMMARY OF THE CHAPTER

The research design was presented in the first section of this Chapter. Current manpower training laws of Canada were presented, and the need for assessing the performance effectiveness of the implementation of cooperative manpower training programs in Canada were outlined. The selection of the training program for this study and the organizations implementing it were presented. The development and pilot testing of additional questionnaires to reach all the groups which were directly involved in the implementation of the training program were described. The number of respondents and the method of questionnaire distribution were explained. The final section described the methods and procedures followed in distributing questionnaires and conducting of interviews for data collection. The follow-up methods used, in order to receive as many completed questionnaires as possible, were presented.

Chapter 5

DATA ANALYSIS AND FINDINGS

Introduction

The purpose of this study was twofold: First, according to the conceptual framework developed and described in Chapter 2, to determine the degree of strength of the dyadic interorganizational linkages

3. between the Northwest Territories branch of Canada Employment and Immigration Commission (CEIC) and the Advanced Education Division (AED-1) of the Ministry of Education, Government of the Northwest Territories (NWT), and

4. between the Advanced Education Division (AED-2) of the Ministry of Education and Arctic College (AC).

The second purpose was, on the basis of the degree of strength of the dyadic linkages, to assess the effectiveness of the performance between CEIC and AED-1 and between AED-2 and AC in the implementation of the Institutional Training Program (ITP) in the Northwest Territories (NWT). The strength of the linkages was measured along the five dimensions used in this study.

THE INTERORGANIZATIONAL LINKAGE DATA

The items of the interorganizational linkage questionnaires were grouped under the five linkage dimensions by using the technique of content analysis. As defined by Selltiz and his associates (1959:335) and by Berelson (1952:18), content anlysis "is a research technique for the objective, systematic, and quantitative description of the manifest content of communication" (quoted by Borg and Gall, 1983:511). Thus, content analysis was determined useful for bringing together items which focussed on and described similar phenomena in the cooperative interorganizational activities of the organizations of this study.

Therefore, the data collected from respondents of the three organizations of this study constituted the information on which the strength of the linkages between the organizations were determined.

THE INTERVIEW DATA

The purpose of conducting face-to-face interviews with the respondents of the questionnaires was to obtain data which could not be obtained from forced choice answers. According to Borg and Gall (1983:436), in an interview situation, information that "the subject would probably not reveal under any other circumstances" can be obtained. Although interviews which were confirmed by the questionnaire respondents of the Advanced Education Division and also by certain prospective respondents of the Canada Employment and Immigration Commission (CEIC) in Yellowknife were later declined, the interviews conducted with one senior respondent at Arctic College and one at CEIC were considered useful for substantiating the data from the structured items of the questionnaires. However, the interview data were not analyzed separate from the data obtained from the questionnaires because certain prospective interview respondents at CEIC and AED later declined to be interviewed. Because of lack of interview data from the Advanced Education Division, which was a link between CEIC and AC, it was impossible to use the interview data obtained from CEIC and AC for comparison and analysis. Therefore, the interview data obtained from a respondent at CEIC, and a second respondent at AC were synchronized with and used in the analysis of the data obtained from the questionnaires completed by the respondents of these agencies.

THE TEACHER, STUDENT, AND GRADUATE DATA

Because these groups were not involved in relational activities with the cooperating organizations, separate questionnaires were required to collect data on their perceptions about the effectiveness of the training offered by Arctic College to meet the skilled manpower needs of the Northwest Territories. The items of the questionnaires were grouped under inferred dimensions by using the technique of content analysis. The response scores were therefore calculated, and the results provided the data for the analysis of respondent perceptions about the effectiveness of the Institutional Training Program implementation at Arctic College.

SCALE OF MEASUREMENT

The items in both the linkage and the perception of program effectiveness questionnaires were measured by the mean scores and standard deviations of answers given by the respondents. A Likert-style five point answer scale ranging from 1 to 5 was used for answers. Depending on the nature of the question, descriptions of answers to items in the linkage questionnaires (Appendices B1, B2, B3, and B4) varied from item to item. However, in the training program effectiveness questionnaires (Appendices C1, C2, and C3) for teachers, students, and graduates of Arctic College, the descriptions of the five-point answer scale were identical: 1 = To No Extent, 2 = Little Extent, 3 = Some Extent, 4 = Considerable Extent, and 5 = Great Extent.

On the basis of the Likert-style five-point answer scale, in the linkage as well as in the perception of program effectiveness questionnaires, a mean score value of 2.50 or more ($\bar{x} \geq 2.50$) was considered to indicate that the respondents had generally agreed with the description of an activity in their interorganizational relationships. A mean score value of less than 2.50 ($\bar{x} < 2.50$) was considered to show a general disagreement with a description of a relationship or activity in the implementation of the Institutional Training Program in the Northwest Territories. However, in the reversed answer scales of the interorganizational linkage questionnaires, a mean score value of less than 2.50 ($\bar{x} < 2.50$) was considered to indicate a general agreement, and a mean score value of 2.50 or more ($\bar{x} \geq 2.50$) indicated general disagreement. On the basis of these scales of measurement, analyses of the data obtained from, first, the interorganizational linkage questionnaires, and second, from the perception of program effectiveness questionnaires are presented in the following sections.

ANALYSIS AND FINDINGS OF
THE CEIC AND AED-1 LINKAGE DATA

The aim of the analysis of the data in this section is to determine the strength of the cooperative interorganizational linkages and the effectiveness of the performance between the Northwest Territories branch of Canada Employment and Immigration Commission (CEIC) and the Advanced Education Division (AED-1) of the Ministry of Education, Government of the Northwest Territories.

Formalization of the Relationship

By the agreement of June 1986 (Canada/Northwest Territories Agreement on Training, June 16, 1986), CEIC and AED-1 renewed and maintained their cooperative interorganizational relationships for manpower training in the Northwest Territories. Therefore, in answering item 7 of the questionnaire, which was used to measure the dimension of **formalization**, it was assumed that the members of these two agencies were referring to the interorganizational cooperation agreement signed between them. Hence, the answer scores of these cooperating organizations were statistically calculated and an average mean value of 4.25 and a standard deviation of .50 were obtained for the dimension of formalization. On a five-point answer scale ranging between 1 and 5, this mean value was considered as very high. The standard deviation of the responses was also considered as small.

Intensity of the Relationship

The strength of the relational interaction between CEIC and AED-1 was measured by the dimension of **intensity**, and as shown in Table 5.1, this dimension was measured by eleven items. According to Marrett (1971:92), there are two subdimensions of intensity: (1) the frequency of the interaction measured by nine items (5, 6, 28, 29, 30, 31, and 32) in this study, and (2) the size of the resources exchanged measured by two items (3 and 4). (3) A third subdimension used was the frequency of disagreement between the cooperating organization. This dimension was measured by two items (44 and 47).

(1) The calculation of results of the response scores on the sub-dimension of the frequency of the interaction between the agencies obtained an average mean value of 3.19,

and a standard deviation of .66. This mean value was above the average ($\bar{x} = 2.50$) set for the analysis of the data of this study, and was considered as indicating that the frequency of the interaction between CEIC and AED-1 was generally high. The small standard deviation indicated also that the respondents were generally similar in their views about the frequency of the interactions between them. The items of the sub-dimension of the frequency of interaction were further sub-grouped under three indicators: (a) communication by flow of information, (b) communication by face-to-face meetings, and (c) frequency of disagreement between CEIC and AED-1.

(a) Communication by flow of information was measured by five items (5, 6, 28, 29, and 31). The five items obtained a mean score value of 3.50. This result was considered as high, and suggested that the communication interaction for resource flow between the cooperating agencies was high.

(b) Face-to-face communication was measured by two items (30 and 32), and the respondents obtained a mean response value of 2.50 on these items. This result was considered low, and indicated that the frequency of face-to-face communication between the cooperating organizations was low.

(c) Frequency of disagreement between CEIC and AED-1 was measured by two items (44 and 47) which had reversed answer scales. The response scores were calculated, and an average mean value of 2.67 was obtained. This result was found to be a little higher than the average ($\bar{x} = 2.50$) set for this study, and indicated that the respondents of the cooperating organizations had a little disagreement between them. But, considered separately, the CEIC respondent data was lower, and the data of the AED-1 respondents were higher than the average set for this study.

(2) The subdimension of size of resources exchanged between CEIC and AED-1 was measured by two items (3 and 4). A statistical calculation of the response scores on these items obtained an average mean value of 3.88. This result was considered as quite high, and indicated the level of resource exchange activities between CEIC and AED-1 was quite high.

The overall intensity of the resource exchange interaction between CEIC and AED-1 obtained an average mean value of 3.23 and a standard deviation of .53. This mean value was well above the average ($\bar{x} = 2.50$) set for this study, and it was thus considered as generally high, and the standard deviation of views was considered as small.

Reciprocity of the Relationship

Reciprocity in interorganizational relations refers to the symmetry of the resources exchanged. In this study, the dimension of **reciprocity** was used to measure the mutuality of the resources exchanged between the cooperating organizations of CEIC and AED-1. Thirty-seven questions were used to measure this dimension and according to Marrett (1971:93), reciprocity or the symmetry of an interorganizational relationship can be assessed on the basis of two sub-dimensions: (1) Resource reciprocity, and (2) Definitional reciprocity. In the following paragraphs, the data collected from the cooperating organizations of CEIC and AED-1 on these sub-dimensions are analyzed.

(1) The subdimension of resource reciprocity measured the two-way flow of tangible resources exchanged between CEIC and AED-1 in their interorganizational cooperative activities for manpower training in the Northwest Territories. This subdimension was measured by eight items, which were grouped further under two sub-dimensions: (a) The respondents' perceptions about reciprocal exchanges of tangible resources, and (b) the respondents' estimates of what percentages of their resources were exchanged between them for the Institutional Training Program (ITP) implementation activities in the Northwest Territories (NWT).

Table 5.1

Means and Standard Deviations of CEIC[1] and AED-1[2] Response Scores on the Interorganizational Relations (IR) Questionnaire

		CEIC (N=1)		AED-1 (N=3)		Total (N=4)	
Item	Variables Describing Defined Dimensions	Score[3]	SD	Mean	SD	Mean	SD
	Formalization of the IR Structure						
7	Agreement formalization	5.00	-	4.00	.00	4.25	.50
	Intensity of the IR Interaction						
3	Intensity of involvement in tangible resource flow	5.00	-	4.00	1.00	4.25	.96
4	Intensity of involvement in abstract resource flow	5.00	-	3.00	.00	3.50	1.00
5	Intensity of involvement in receiving information	5.00	-	3.33	.58	3.50	.96
6	Intensity of involvement in sending information	4.00	-	4.00	.00	4.00	.00
28	Frequency of overall interorganizational communication	5.00	-	2.67	.58	3.25	1.26
29	Frequency of written communication	4.00	-	2.33	.58	2.75	.96
30	Frequency of face-to-face communication	4.00	-	2.33	.58	2.75	.96
31	Frequency of telephone communication	5.00	-	3.33	.58	3.75	.96
32	Frequency of committee meetings	4.00	-	1.67	.58	2.25	1.26

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[1] CEIC stands for Canada Employment and Immigration Commission branch in the Northwest Territories (NWT).

[2] AED-1 stands for Group 1 respondents at the Advanced Education Division of the Ministry of Education, Government of the Northwest Territories.

[3] The entries for CEIC in this column are raw scores.

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Table 5.1 (continued)

Item	Variables Describing Defined Dimensions	CEIC (N=1)		AED-1 (N=3)		Total (N=4)	
		Score	SD	Mean	SD	Mean	SD
44	Frequency of problems in resource transaction	1.00	-	2.67	.58	2.25	.96
47	Frequency of disagreement	2.00	-	3.33	.58	3.00	.82
	Reciprocity of the IR Transaction						
2	Importance of one another for program implementation	5.00	-	4.33	.58	4.50	.58
9	Need for inflow of resources from the other organization	5.00	-	4.00	.00	4.25	.50
10	Outflow of resources to the other organization	5.00	-	4.33	.58	4.50	.58
11	Informed about the goals of the other organization	4.00	-	4.67	.58	4.50	.58
12	Influence from the other organization on own activities	2.00	-	2.33	.58	2.25	.50
13	Own influence on the other organization's activities	2.00	-	2.33	.58	2.25	.50
14	Length of time known the person in the other organization	3.00	-	3.67	2.31	3.50	1.92
15	Extent of acquaintance with person in the other organization	3.00	-	4.33	.58	4.00	.82
16	Consensus on priorities of program implementation	4.00	-	3.67	.58	3.75	.50
17	Consensus on specific ways work is done by the other organization	4.00	-	3.67	.58	3.75	.50
18	Consensus on specific ways work is done by own organization	4.00	-	3.33	.58	3.50	.58
19	Consensus on specific terms of the relationships among the organizations	4.00	-	3.67	.58	3.75	.50
20	Extent of similarity of work done as the other organization	2.00	-	3.00	1.00	2.75	.96
21	Extent of similarity of work done by the other organization	2.00	-	3.00	1.00	2.75	.96

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Table 5.1 (continued)

Item	Variables Describing Defined Dimensions	CEIC (N=1) Score	CEIC (N=1) SD	AED-1 (N=3) Mean	AED-1 (N=3) SD	Total (N=4) Mean	Total (N=4) SD
22	Extent of similarity of operating goals	3.00	-	3.67	.58	3.50	.58
23	Extent of similarity of skills of employees of cooperating organizations	4.00	-	4.67	.58	4.50	.58
24	Extent of similarity of technology used by the cooperating organizations	2.00	-	3.33	.58	3.00	.82
25	Hinderance to the other organization's flow of work	1.00	-	2.00	.00	1.75	.50
26	Hinderance from the other organization to own flow of work	1.00	-	2.00	.00	1.75	.50
33	Percentage share of own initiated communication	3.00	-	2.33	.58	2.50	.58
34	Difficulty in getting ideas across to the other organization	2.00	-	2.33	.58	2.25	.50
35	Difficulty getting in touch with the other organization	2.00	-	1.33	.58	1.50	.58
42	Similarity of resources given to the other organization	5.00	-	2.00	.00	2.75	1.50
43	Extent of discrepancy in resource transaction	2.00	-	3.00	.00	2.75	.50
48	Resolution of conflict by ignoring or avoiding issues	1.00	-	1.33	.58	1.25	.50
49	Resolution of conflict by smoothing over issues	1.00	-	2.00	1.73	1.75	1.50
50	Conflict resolution by mutual effort	5.00	-	4.00	1.00	4.25	.96
51	Conflict resolution by decisions of higher authorities	5.00	-	1.33	.58	2.25	1.89
52	Extent differences between the organizations are worked out	5.00	-	3.67	.58	4.00	.82
58	Influence from the other organization on own activities	2.00	-	3.00	.00	2.75	.50
59	Own influence on the activities of the other organization	2.00	-	3.00	.00	2.75	.50

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Table 5.1 (continued)

Item	Variables Describing Defined Dimensions	CEIC (N=1)		AED-1 (N=3)		Total (N=4)	
		Score	SD	Mean	SD	Mean	SD
	Standardization of the IR Procedure						
45	Extent of standard operating procedures established	5.00	-	2.67	.58	3.25	1.26
46	Extent formal communication channels followed	5.00	-	3.33	.58	3.75	.96
	Effectiveness of the IR Performance						
8	Extent of good working relationships	5.00	-	4.00	.00	4.25	.50
27	Relationships maintained with the other organization beneficial	4.00	-	3.00	1.00	3.25	.96
53	Other organization fulfilled commitment	5.00	-	4.33	.58	4.50	.58
54	Own organization fulfilled commitment	5.00	-	4.00	-	4.50	.71
55	Interorganizational relationships productive	5.00	-	4.00	.00	4.25	.50
56	Interorganizational relationships worthwhile	5.00	-	4.67	.58	4.75	.50
57	Satisfaction with interorganizational relationships	5.00	-	4.00	.00	4.25	.50

(a) The sub-dimension of the respondents' perceptions of reciprocal resource exchanges between CEIC and AED-1 was measured by two items (9 and 10). The response scores on these items were calculated and the results were that CEIC and AED-1 respondents obtained an average mean value of 4.38 and a standard deviation value of .48. This mean was considered as very high, and the standard deviation value was considered as small.

(b) The respondents' perceptions about what percentage of their resources were exchanged between their organizations for the implementation of the ITP were assessed by using six questions (items 36, 37, 38, 39, 40, and 41). It appeared that the figures provided by the respondents were calculated as percentages of their organization budgets allocated for running the cooperative activities of the ITP in the Northwest Territories.

With the exception of item 39, the percentage figures of the other items shown in Table 5.2 varied from respondent to respondent. This was because the respondents of the different organizations used different budget bases for calculating and obtaining the percentage figures.

Table 5.2
Percentage of Resource
Exchanged Between CEIC and AED-1

		% Resource Exchange	
Item	Resources Exchanged	CEIC	AED-1
36	Time devoted to ITP related work	95	10
37	AED-1 initiated ITP related work	50	35
38	CEIC initiated ITP related work	50	30
39	CEIC resources to AED-1 for ITP	90	75
40	CEIC share for ITP budget	50	100
41	Share of NWT from national ITP budget	1	-

However, in answering item 39, which asked what percent of the funds used for the Institutional Training Program work was exchanged between CEIC and AED-1, the respondents gave consistently high figures (see Table 5.2). These suggested that resources were exchanged between CEIC and AED-1, and funds were flowing from CEIC to AED-1 for the Institutional Training Program implementation in the Northwest Territories

(2) According to Aldrich (1975:65), the subdimension of definitional reciprocity refers to "the extent to which the terms of the interaction are mutually agreed" between cooperating organizations. Also, according to Marrett (1971:93), the terms of the interaction can be set by the individual members of the interorganizational cooperation. In this study, the subdimension of definitional reciprocity was used to measure whether there were criteria which the cooperating organizations had set as standards of operational activity in the relational exchange interactions between them. Therefore, the standards of agreed and/or expected behaviors of interactional activity provided the bases on which the CEIC and AED-1 respondents were assumed to answer questions on the subdimension of definitional reciprocity. This subdimension was measured by twenty-nine item questions.

Of the twenty-nine items measuring definitional reciprocity, six (25, 26, 34, 35, 48, and 49) were on reversed answer scales. The response scores were statistically calculated and a mean value of 1.71 and a standard deviation value of .37 were obtained. The mean value was considered as low, and the standard deviation was considered as small. These low mean and standard deviation values suggested that the respondents of the cooperating organizations had generally positive reciprocal perceptions about the standards of operation they had in their cooperative activities, and that their views about this standard were similar. This positive reciprocal perception held of each other indicated that the linkage between CEIC and AED-1 was strong. The small standard deviation value suggested also that the respondents of the member organizations had maintained agreed or lived up to expected standards of behavior.

On the remaining twenty-three items used to measure the subdimension of definitional reciprocity in the interorganizational cooperative activities between CEIC and AED-1, the respondents obtained a mean value of 3.32 and a standard deviation value of .19. This mean value was above the average ($\bar{x} = 2.50$) set for this study, and was therefore considered as high, and the standard deviation value was considered as small. The results indicated that CEIC and AED-1 had maintained that the other member of the cooperative linkage was reciprocating according to agreed and/or expected standards of behavior. This suggested that the interorganizational linkages between CEIC and AED-1 was strong. The small standard deviation value indicated also that CEIC and AED-1 had maintained similar views about the standards of operating procedures they had used in their relational activities.

An examination of the data of item 51 revealed a large discrepancy between the mean values obtained by each organization. This indicated that there were different methods they employed intraorganizationally to resolve interorganizational conflicts. For example, in a situation of an interorganizational dispute, the representative(s) of one of the member organizations may submit the case of the disagreement for decision by a higher intraorganizational authority, whereas the representative(s) of the other member organization may have the power to make decision. Therefore, it was assumed that the respondents of CEIC and AED-1 answered item 51 on the basis of the decision-making authorities the representatives of these organizations had at the program implementation coordinating committee meetings.

On the dimension of reciprocity as a whole, CEIC and AED-1 obtained an average mean value of 3.07 and a standard deviation value of .18. This overall mean value measuring the tangible and intangible resource exchanges in the cooperative activities between CEIC and AED-1 was considered generally high. The standard deviation measuring the variability of their views of the mutuality or the reciprocity of their resource exchange activities was also considered as low.

Standardization of the Relational Procedure

The dimension of **standardization** refers to (1) the fixedness of the elements for exchange, and (2) the fixedness of the procedures to be followed in resource exchange activities between cooperating organizations (Marrett, 1971:94; Aldrich, 1975:66). By delineating in detail the units of the elements of exchange, and the procedures to be followed in resource exchange interactions, members of an interorganizational relations group can thus avoid conflicts which may arise due to discrepancies either in the units or the standards of exchange.

As presented in Table 5.1, two items (45 and 46) were used to examine the extent of standardization exercised in the resource exchange interactions between CEIC and AED-1. Because the elements of the exchange between CEIC and AED-1 were fixed (funds were given by CEIC, and AED-1 provided political support and the use of existing manpower training infrastructures in its jurisdiction), the questions of the two items were therefore aimed at examining the second subdimension of standardization. This subdimension was examined at the level of two indicators: (a) whether procedures to be followed were fixed (item 45), and (b) the extent that the procedures were followed (item 46) by the cooperating agencies in resource exchange activities between them.

The response scores of items 45 and 46 were statistically calculated, and the results were $\bar{x}$ = 5.00 for the CEIC, and $\bar{x}$ = 3.00) for the AED-1 respondents. The CEIC response result was considered as very high, and the AED-1 response as relatively low. These results indicated that the respondents of these organizations had different perceptions about the fixedness of the procedures and the extent these procedures were followed in their cooperative interorganizational activities. It can be perceived from the results of the response data that CEIC believed that procedural standards were established and also followed in its cooperative interactions with AED-1. But, the lower average mean value of the AED-1 data seem to suggest a position held by the respondents of this agency that whatever procedures were established and followed, they were inadequate for the purposes of carrying out the activities of their mutual interests. However, an examination of the overall average mean value ($\bar{x}$ = 3.50) obtained by the respondents of CEIC and AED-1 revealed that the members of these cooperating agencies had maintained sufficiently strong linkages between them in the performance of the ITP implementation in the NWT.

Effectiveness of the Cooperative Performance

The four relational dimensions of formalization, intensity, reciprocity, and standardization proposed by Marrett (1971) were used in this study as indirect measures of the strength of interorganizational linkages between CEIC and AED-1. Therefore, if the linkages between these autonomous organizations were strong, then their cooperative performances would be considered effective. Similarly, a weaker linkage would indicate a less effective performance.

In addition to these dimensions of indirect measure of linkages, **effectiveness** was adopted and used in this study as a dimension for direct assessment of the extent of interorganizational performance between CEIC and AED-1. For example, Van de Ven and Ferry (1980:334) used effectiveness among other dimensions for assessing the performance of interorganizational linkages between local and regional early childhood development agencies in the United States. The researchers report that they found the dimensions useful for assessing the cooperative performance of interorganizational linkages.

Two considerations encouraged the use of effectiveness in this study as a dimension for evaluating the performance of cooperative interorganizational linkages between federal and local government agencies in the Northwest Territories. The *first* consideration was that the inclusion of effectiveness as a dimension for evaluation would give the respondents opportunities to express their assessments of the performance of their interorganizational cooperative activities. The *second* consideration was to compare the consistency of the respondents in answering the questions of the interorganizational linkage questionnaires.

Hence, in the instrument used to collect data for this study, seven structured items (8, 27, 53, 54, 55, 56, and 57) were provided for the respondents of CEIC and AED-1 to indicate their perceptions of the effectiveness of their interorganizational performance in the implementation of the ITP in the NWT. The response scores were statistically calculated, and CEIC obtained a mean value of 4.86, and AED-1 had a mean value of 4.02. Their combined responses obtained an average mean value of 4.23 and a standard deviation value of .47. On a five-point answer scale, these mean values were considered as very high, and the standard deviation as small. Therefore, these results suggested that CEIC and AED-1 had perceived that their cooperative performance in the implementation of the ITP was very effective. As the standard deviation figure suggested, their views about it were generally similar. However, as shown in Table 5.1, the small discrepancy between the CEIC ($\bar{x}$ = 4.86) and the AED-1 ($\bar{x}$ = 4.02) perceptions about the effectiveness of their cooperative performance seemed to indicate that AED-1 had held that there was room for more effective cooperative performance. The small standard deviation of the AED-1 data seemed to suggest also that this view was widespread among the AED-1 respondents.

CEIC and AED-1 Linkage Strength Measured by the IR Dimensions

The strength of the interorganizational linkages and the effectiveness of the performance between the Canada Employment and Immigration Commission (CEIC) branch in the Northwest Territories and the Advanced Education Division (AED-1) was also assessed on the basis of the average mean values calculated for the major IR dimensions (see Table 6.3). The major dimensions were formalization, intensity, reciprocity, standardization and effectiveness. On these dimensions, the CEIC respondent obtained generally higher scores than the values obtained by the AED-1 respondents. For example, as shown in Table 5.3, the CEIC respondents obtained an overall mean value of 4.38, and the overall mean value obtained by AED-1 respondents was 3.41. The average mean value obtained by the respondents of both organizations was 3.66.

Therefore, the CEIC results were considered as very high, whereas the AED-1 and the combined average mean values were considered as moderately high. The higher mean values indicated stronger linkages, and the lower mean values indicated less linkage strength on the same continuum. These results suggested that the CEIC respondents had perceived that the performance of their cooperative linkage with AED-1 was very effective. But the AED-1 data seemed to show the perception of the respondents that their cooperative performance with CEIC was only moderately effective.

Table 5.3

Comparisons of CEIC[1] and AED-1[2]
Response Scores on the Malor IR Dimensions
(N=4)

Defined Dimensions	CEIC (N=1) Mean	SD	Rank	AED-1 (N=3) Mean	SD	Rank	Total (N=4) Mean	SD	Rank
Formalization	5.00[3]	-	1.5	4.00	.00	2	4.25	.50	1
Intensity	4.00	-	4	2.97	.14	5	3.23	.53	4
Reciprocity	3.06	-	5	3.08	.22	3	3.07	.18	5
Standardization	5.00	-	1.5	3.00	.50	4	3.50	1.08	3
Effectiveness	4.86	-	3	4.02	.26	1	4.23	.47	2

[1] CEIC stands for the Canada Employment and Immigration Commission branch in the NWT.
[2] AED-1 stands for Group 1 respondents at the Advanced Education Division of the Ministry of Education, Government of the Northwest Territories (NWT).
[3] The dimension of ***formalization*** was measured by one variable. Therefore, the CEIC figure presented against the dimension of ***formalization*** is a raw score.

A ranking of the dimensions on the basis of the mean values obtained by the respondents of each organization showed that CEIC ranked highest ($\bar{x}$ = 5.00) on the dimensions of formalization and standardization, and lowest ($\bar{x}$ = 3.06) on the dimension of reciprocity. The ranking of the AED-1 results on the same dimensions showed also that its highest ($\bar{x}$ = 4.02) was on the dimension of effectiveness, and its lowest ($\bar{x}$ = 2.97) was on the dimension of intensity . These results seemed to suggest that CEIC and AED-1 had different views about the performance of their interorganizational linkages in the implementation of the Institutional Training Program in the Northwest Territories.

Findings

The findings of the analysis of the interorganizational linkages data, which were gathered from the CEIC and AED-1 respondents, are presented below. The five major IR dimensions (formalization, intensity, reciprocity, standardization, and effectiveness) provided measurement tools for the analysis and reporting of the findings. The high mean value of the formalization dimension revealed that the relational linkage between these organizations was very strong. This strong linkage, in turn, suggested that the interorganizational performance between CEIC and AED-1 for the implementation of the Institutional Training Program in the Northwest Territories was effective. As indicated by the standard deviation figure, both organizations did not vary in their perceptions about the status of their linkages.

The data on the dimension of intensity suggested that during the period covered by this study, the frequency of written communication exchanged between CEIC and AED-1 was generally believed to be adequate for keeping one another informed about the state of their cooperative activities. But, meetings held between representatives of these organizations on matters of their cooperative functions appeared to be perceived as inadequate. The cooperating organizations seemed to perceive that the amount of tangible resources (funds) flowing from CEIC to AED-1 was, as a whole, fairly high ($\bar{x}$ = 3.88). But, when the data were separately examined, the CEIC respondent seemed to consider that the amount exchanged was maximum, and the AED-1 respondents appeared to believe that it was below the level required for the purposes of pursuing the goal of their interorganizational relationships. On the subdimension of frequency of disagreement, the results of the data calculation and analysis indicated that apparently some disagreement existed between the CEIC and the AED-1 respondents in their cooperative activities for the implementation of the ITP. But, an examination of the individual organization data indicated that the CEIC respondent had perceived that there was no disagreement between them, whereas the AED-1 respondents had considered that some disagreement had existed between the CEIC and the AED-1 staff.

On the dimension of reciprocity, the results of the calculation of the resource reciprocity data indicated that the exchange of resources between the cooperating organizations was high. This suggested that funds were flowing from CEIC to AED-1, and AED-1 made training facilities in its political jurisdiction available for the implementation of CEIC's manpower training program (the ITP) in the Northwest Territories. (2) The calculation results of the data on definitional reciprocity obtained also a high result suggesting that the respondents of CEIC and AED-1 had viewed one another as performing their cooperative activities according to expectations.

As shown in Table 5.3, the overall calculation result of the data of the dimension of reciprocity was also high. This result suggested that the linkages between CEIC and AED-1 were strong. A strong linkage between them seemed to indicate that their cooperative performance for the implementation of the Institutional Training Program in the Northwest Territories was effective.

The standardization of the procedures established and followed in the resource exchange activities between CEIC and AED-1 were assessed on the basis of the calculation of the data gathered from the respondents of these organizations. The findings suggested that the respondents of both organizations had different views of whether procedures were established and followed to guide their cooperative interorganizational activities. Hence, the CEIC respondent appeared to hold that procedures were established and followed in doing business with AED-1. But, the AED-1 data suggested that the procedures which were established and followed were inadequate for pursuing their mutual goal. However, the combined views of the respondents of these organizations revealed that procedures were established and followed to make the linkages between them sufficiently strong to carry out their cooperative activities. Therefore, these findings seemed to suggest that the cooperative performance between CEIC and AED-1 in pursuing the implementation of the ITP in the NWT was effective.

The mean response values calculated on the effectiveness dimension data obtained from the CEIC ($\bar{x}$ = 4.86) and the AED-1 ($\bar{x}$ = 4.02) respondents were considered as very high. Also, the average mean value of the combined results of these organizations was considered as very high. These findings suggested that the cooperative performance between these federal and local government agencies for the implementation of the ITP in the NWT was effective for attaining the manpower training objective they had set out to achieve.

As shown in Table 5.3, the interorganizational linkage strength and the effectiveness of the performance between CEIC and AED-1 were also assessed at the level of the IR dimensions. A statistical calculation of the data gathered from the CEIC and AED-1 respondents showed high results on all the five dimensions under which the variables of the questionnaires were grouped. The high results, as a whole, suggested that the cooperative interorganizational linkage between CEIC and AED-1 was strong. A strong linkage between these agencies in turn seemed to suggest that they were effective in their cooperative performance. That is, the cooperative performance of CEIC and AED-1 was effective for achieving their mutual goal of making available the skilled manpower necessary for the development of the Northwest Territories.

ANALYSIS AND FINDINGS OF THE AED-2 AND AC LINKAGE DATA

The items of the questionnaires completed by the respondents of AED-2 and AC were grouped under the five linkage dimensions of formalization, intensity, reciprocity, standardization, and effectiveness. These dimensions were used to provide perspectives for describing, analyzing, and reporting of findings of the data obtained from the respondents of AED-2 and AC.

Formalization of the Relationship

Apparently, a formal and open agreement was not signed between representatives of the Advanced Education Division (AED-2) and Arctic College (AC) for the purpose of implementing the ITP manpower training program at Arctic College. As shown in Table 5.4, the dimension of formalization, operationalized by item 7, was used to measure and determine the existence and extent of an agreement between the representatives of these organizations for the implementation of the Institutional Training Program at Arctic College. The response scores were calculated, and a mean value of 4.50 was obtained for the AED-2 respondents, and a mean value of 3.56 for the AC respondents. These results were considered high, and seemed to suggest that some form of agreement was made between AED-2 and AC to cooperate in the implementation of the Institutional Training Program at Arctic College.

But, the difference in the mean values of the two organizations indicated a difference in the respondents' knowledge about the nature of the agreement made between them. Since a formally signed and publicized agreement did not appear to exist and was not probably required for continuing their cooperative manpower training endeavors, notes of understanding might have been exchanged between AED-2 and AC to continue their cooperation. Hence, the data indicated that certain respondents of the AC questionnaire were, and certain others were not aware of the existence of such a form of agreement between AC and AED-2. Despite a difference in knowledge among the AC respondents, an average mean value of 3.73 was obtained by the respondents of both organizations. This result was considered as quite high. In addition to indicating that there was an agreement between AED-2 and AC, the data suggested that the interorganizational linkage between these organizations was very strong.

Intensity of the Relationship

Intensity was used as a dimension for measuring the frequency of cooperative resource exchange interactions between the Advanced Education Division (AED-2) of the Ministry of Education and Arctic College (AC). Two subdimensions were proposed by Marrett (1971): (1) the frequency of the interaction measured by nine items, and (2) the size of the resources transacted measured by two items.

(1) The subdimension of the frequency of the interaction between AED-2 and AC was further subdivided into three indicators: (a) the frequency of the flow of information, (b) the frequency of face-to-face meetings, and (c) the frequency of conflict.

(a) The frequency of the interaction by flow of information between AED-2 and AC was measured by five items (5, 6, 28, 29, and 31). The response scores of the interacting organizations were calculated, and a mean value of 3.62 was obtained. This mean value was considered as high, suggesting that the flow of information between AED-2 and AC was high. The standard deviation value (SD = .70) indicated also that the cooperating agencies had maintained similar views about the frequency of information flows between them. Therefore, the data suggested that the linkage between AED-2 and AC was strong.

(b) The frequency of the interaction by face-to-face meetings between AED-2 and AC was measured by two items (30 and 32). The result of the calculation was a mean value of $\bar{x}$ = 2.05 which is lower than the average of $\bar{x}$ = 2.50 set for this study. This low mean value suggested that the cooperating agencies had carried their interorganizational communication more by written and telephone calls than by face-to-face meetings in committees.

(c) Two items (44 and 47) were used to measure the frequency of conflict between

AED-2 and AC. These items had reversed answer scales, and low mean response values were defined to represent less conflict between the coopratinq organizations. A calculation of the scores obtained an average mean response value of 2.55 and a standard deviation value of .70. These results were considered as low, and indicated that in the performance of their interorganizational activities the representatives of AED-2 and AC had minimum conflict between them. Minimum conflict suggested that the linkage between these organizations was strong.

(2) The subdimension of the size of resource flow between AED-2 and AC was measured by two items (3 and 4). A calculation of the response scores obtained a mean value of 3.96. This result was considered as very high, and suggested that the interorganizational linkages between AED-2 and AC was very strong. The standard deviation value of .61 was considered as low, and indicated that the perceptions of the cooperating organizations about the size of resources exchanged between them were similar. These results indicated that the degree of resource exchange activities between AED-2 and AC were quite high, and therefore, the interorganizational linkage between them was quite strong.

Reciprocity of the Exchange Relationship

The mutuality of the exchange relationship between the Advanced Education Division (AED-2) of the Ministry of Education and Arctic College (AC) was measured by the dimension of reciprocity. As shown in Table 5.4, thirty-seven items were used. To analyze the data gathered from the respondents of these organizations, Marrett's (1971) subdimensions of (1) resource reciprocity, and (2) definitional reciprocity were employed.

(1) The subdimension of resource exchange reciprocity, was measured by eight items. These items were regrouped under two subdimensions: (a) The respondents' perception of the symmetry of tangible resource exchanged activities between AED-2 and AC, and (b) The respondents' estimate of the percentages of their budgets devoted for the ITP cooperative activities.

Table 5.4

Means and Standard Deviations of AED-2[1] and AC[2] Response Scores on the Interorganizational Relations (IR) Questionnaire

Item	Variables Describing Defined Dimensions	AED-2 (N=2)		AC (N=9)		Total (N=11)	
		Mean	SD	Mean	SD	Mean	SD
	Formalization of the IR Structure						
7	Agreement formalization	4.50	.71	3.56	1.13	3.73	1.10
	Intensity of the IR Interaction						
3	Intensity of involvement in tangible resource flow	5.00	.00	4.78	.44	4.82	.41
4	Intensity of involvement in abstract resource flow	3.50	.71	3.00	1.12	3.09	1.04
5	Intensity of involvement in receiving information	4.00	.00	4.00	.71	4.00	.63
6	Intensity of involvement in sending information	4.00	.00	4.00	.87	4.00	.78
28	Frequency of overall interorganizational communication	4.00	.00	3.44	1.01	3.55	.93
29	Frequency of written communication	3.50	.71	3.11	1.17	3.18	1.08
30	Frequency of face-to-face communication	3.00	1.41	2.22	1.09	2.36	1.12
31	Frequency of telephone communication	3.50	.71	3.33	1.00	3.36	.92
32	Frequency of committee meetings	1.00	.00	1.89	1.05	1.73	1.01

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[1] AED-2 stands for Group 2 respondents at the Advanced Education Division of the Ministry of Education, Government of the Northwest Territories.

[2] AC stands for Arctic College

(Continued on next page)

Table 5.4 (continued)

Item	Variables Describing Defined Dimensions	AED-2 (N=2) Mean	AED-2 (N=2) SD	AC (N=9) Mean	AC (N=9) SD	Total (N=11) Mean	Total (N=11) SD
44	Frequency of problems in resource transaction	2.00	1.41	2.33	.50	2.27	.65
47	Frequency of disagreement	3.00	.00	2.78	.83	2.82	.75
	Reciprocity of the IR Transaction						
2	Importance of one another for program implementation	5.00	.00	2.75	1.39	3.20	1.55
9	Need for inflow of resources from the other organization	5.00	.00	4.67	.50	4.73	.47
10	Outflow of resources to the other organization	5.00	.00	4.89	.33	4.91	.30
11	Informed about the goals of the other organization	5.00	.00	3.67	.50	3.91	.70
12	Influence from the other organization on own activities	4.50	.71	3.78	.83	3.91	.83
13	Own influence on the other organization's activities	3.00	.00	3.22	1.20	3.18	1.08
14	Length of time known the person in the other organization	5.00	.00	3.62	1.77	3.90	1.66
15	Extent of acquaintance with person in the other organization	5.00	.00	3.33	1.50	3.64	1.50
16	Consensus on priorities of program implementation	4.50	.71	3.63	.92	3.80	.92
17	Consensus on specific ways work is done by the other organization	4.50	.71	3.25	.71	3.50	.85
18	Consensus on specific ways work is done by own organization	4.00	1.41	3.50	.54	3.60	.70
19	Consensus on specific terms of the relationships among the organizations	4.50	.71	3.38	.52	3.60	.70
20	Extent of similarity of work done as the other organization	3.00	1.41	2.89	.78	2.91	.83
21	Extent of similarity of work done by the other organization	3.00	1.41	3.00	.71	3.00	.78

(Continued on next page)

Table 5.4 (continued)

Item	Variables Describing Defined Dimensions	AED-2 (N=2) Mean	SD	AC (N=9) Mean	SD	Total (N=11) Mean	SD
22	Extent of similarity of operating goals	3.50	.71	3.89	.60	3.82	.63
23	Extent of similarity of skills of employees of cooperating organizations	3.50	.71	3.89	1.17	3.82	1.08
24	Extent of similarity of technology used by the cooperating organizations	3.00	1.41	3.33	.87	3.27	.91
25	Hinderance to the other organization's flow of work	2.00	1.41	1.88	.64	1.90	.74
26	Hinderance from the other organization to own flow of work	2.00	1.41	2.00	.54	2.00	.67
33	Percentage share of own initiated communication	4.00	.00	2.13	.64	2.50	.97
34	Difficulty in getting ideas across to the other organization	2.00	1.41	2.44	.73	2.36	.81
35	Difficulty getting in touch with the other organization	2.00	1.41	2.50	.76	2.40	.84
42	Similarity of resources given to the other organization	2.00	-	1.88	.99	1.89	.93
43	Extent of discrepancy in resource transaction	3.00	-	3.11	.60	3.10	.57
48	Resolution of conflict by ignoring or avoiding issues	1.00	.00	1.67	.71	1.55	.69
49	Resolution of conflict by smoothing over issues	1.00	.00	2.22	.67	2.00	.78
50	Conflict resolution by mutual effort	5.00	.00	4.00	1.00	4.18	.98
51	Conflict resolution by decisions of higher authorities	2.00	.00	3.22	.67	3.00	.78
52	Extent differences between the organizations are worked out	3.50	.71	3.78	.44	3.73	.47
58	Influence from the other organization on own activities	3.00	.00	3.33	.71	3.27	.64
59	Own influence on the activities of the other organization	2.00	.00	2.67	.71	2.55	.69

(Continued on next page)

Table 5.4 (continued)

Item	Variables Describing Defined Dimensions	AED-2 (N=2) Mean	AED-2 (N=2) SD	AC (N=9) Mean	AC (N=9) SD	Total (N=11) Mean	Total (N=11) SD
	Standardization of the IR Procedure						
45	Extent of standard operating procedures established	3.50	.71	3.44	1.13	3.45	1.04
46	Extent formal communication channels followed	3.00	.00	3.33	.71	3.27	.65
	Effectiveness of the IR Performance						
8	Extent of good working relationships	5.00	.00	4.11	.78	4.27	.79
27	Relationships maintained with the other organization beneficial	5.00	.00	2.56	1.88	3.00	1.95
53	The other organization fulfilled commitment	4.00	.00	3.78	.44	3.82	.41
54	Own organization fulfilled commitment	4.00	.00	4.22	.44	4.18	.41
55	Interorganizational relationships productive	3.50	.71	4.11	.60	4.00	.63
56	Interorganizational relationships worthwhile	4.00	.00	3.89	.60	3.91	.54
57	Satisfaction with interorganizational relationships	3.50	.71	4.22	.67	4.09	.70

(a) As shown in Table 5.4, the respondents' perception of the symmetry of resource exchange activities between AED-2 and AC were measured by items 9 and 10. A calculation result showed a mean value of 4.82. On a five-point answer scale, this figure was considered as very high, and it indicated that a very high degree of resource exchange activities was carried between AED-2 and AC. This suggested that the linkage between AED-2 and AC in the performance of the ITP implementation in the NWT was very strong.

(b) The percentages of AED-2 and AC budgets exchanged between them were assessed by six items (see Table 5.5). Items 39 and 40 asked questions about the direction of the flow of funds between AED-2 and AC. An examination of the response data showed that the AED-2 and AC responses to these items were similar. The high percentage figures of AED-2 responses showed that the direction of the flow of funds was from AED-2 to AC. However, AC's responses to the same questions showed lower percentage figures. This indicated that AED-2 was a partial provider of funds for the implementation of the ITP at Arctic College. The discrepancy between the AED-2 and AC responses suggested that AC had probably other cooperative linkages and sources of resource for running the program of training.

Table 5.5
Percentage of Resources
Exchanged Between AED-2 and AC

		% Resource Exchange	
Item	Resources Exchanged	AED-1	AC
36	Time devoted to ITP related work	12	10
37	AC initiated ITP related work	10	31
38	AED-2 initiated ITP related work	50	54
39	Resources to AC through AED-2	100	70
40	AED-2 provided AC ITP budget	100	94
41	Of AED-2 training budget AC received for ITP	70	53

Items 36, 37, and 38 were used to measure the time resources devoted by the AED-2 and AC to the ITP work. The response scores on these items varied from organization to organization. However, as shown in Table 5.5, the low percentage of the time devoted to the ITP work by both organizations appears to indicate that activities other than work for the ITP implementation were performed by these organizations. The AED-2 and AC response data on item 41 appeared to verify the responses on items 36, 37, and 38. Hence, the AED-2 data on item 41 indicated that AED-2 was also involved with manpower training activities in the Northwest Territories other than the implementation of the ITP.

(2) The subdimension of definitional reciprocity was used to measure whether agreed or expected standards of behavior existed between AED-2 and AC in their cooperative interactions for the implementation of the ITP in the NWT. According to Marrett (1971) and Aldrich (1975), reciprocal activities may be set unilaterally as standards of expected behavior, or may be set by mutual agreement. This subdimension was measured by twenty-nine items.

Of the twenty-nine items measuring the subdimension of definitional reciprocity, six (25, 26, 34, 35, 48, and 49) items which had reversed answer scales, were used to assess the mutual perceptions of AED-2 and AC about the extent of difficulties or obstacles created against one another in the performance of their cooperative activities. A calculation of the response scores obtained an average mean value of 2.02, and a standard deviation value of .47. These results were considered as low, and indicated that the cooperative relational interactions between AED-2 and AC was performed without significant obstacles between them. These results suggested that the linkage between AED-2 and AC was strong.

The response scores of the remaining twenty-three items, which were used to measure the subdimension of definitional reciprocity between AED-2 and AC, were calculated and an average mean value of 3.37, and a standard deviation value of .44 were obtained. On a five point answer scale, the mean value was found to be well above the average of $\bar{x}$ = 2.50 set for this study, and the standard deviation value was considered as low. These results suggested that AED-2 and AC had positive perceptions of each other's operational activities in their cooperative endeavors. The standard deviation value of .44 also indicated the similarity of the views of the cooperating organizations toward one another.

Of the twenty-three items which were used to assess the subdimension of definitional reciprocity, the calculation results of three items (42, 50, and 51) were examined closely. Item 42, which was used to measure the similarity of resources exchanged between AED-2 and AC, had a lower than average mean value of 1.89. This result indicated that the resources were mostly the same each time a resource exchange activity took place between AED-2 and AC. Item 50, which was used to measure the decision-making powers AED-2 and AC obtained an average mean value of 4.18. This result was considered as very high, and indicated that the cooperating organizations resolved conflicts by mutual effort. This suggested that the linkage between AED-2 and AC was very strong. Item 51 was used to measure the extent of conflict resolution by decisions of higher intraorganizational authorities. On this item, the AED-2 respondents obtained a mean value of 2.00 and the AC respondents a mean value of 3.22. The difference between the means indicated that there were different decision-making powers between the representatives of AED-2 and AC at the program coordinating committee. The results seemed to suggest that the representatives of AED-2 made decisions to help resolve interorganizational conflicts, and AC's response data suggested that its representative sought the decisions of higher authorities in its organizational hierarchy to resolve the interorganizational conflict. Overall, the data analysis suggests that the cooperative interorganizational linkage between AED-2 and AC was strong.

Standardization of the Relational Procedure

The dimension of standardization was used to measure whether the units of exchange and the procedures for exchange between AED-2 and AC were fixed by mutual agreement. According to Marrett (1971:94) there are two subdimensions of standardization: (1) standardizations of the units of exchange, and (2) standardizations of the procedures of exchange. Therefore, as shown in Table 5.4, two items (45 and 46) were used to measure the dimension of standardization of the resources of exchange. Because AED-2's element of exchange was known to be money in Canadian dollars, and in exchange AC had made its training ifrastructure and skills available for the ITP implementation, it was not considered necessary to provide questions to determine whether they had standardized the units of exchange between them. Hence, item 45 was used to measure whether procedures were established and item 46 was used to measure whether these procedures were followed. The response scores were calculated, and an average mean value of 3.36 was attained for both organizations on the standardization dimension. The calculation of the data of item 45, which was used to measure the extent AED-2 and AC had followed the standard operating procedures they had established for their exchange interactions, resulted in a low mean value.

This low mean value indicated that the cooperating organizations had not established sufficient procedures for their cooperative interactions.

Effectiveness of the Relational Performance

Marrett's (1971) relational dimensions of formalization, intensity, reciprocity and standardization were used as indirect measures of the strength of the relational linkages between AED-2 and AC. In addition to these dimensions of indirect measures of linkage strength, the dimension of effectiveness was used for measuring directly the extent of program implementation success between these organizations.

Seven questions (items 8, 27, 53, 54, 55, 56, and 57) were asked to determine whether the respondents had perceived their cooperative interorganizational performance as effective. The response data were calculated and average mean values ranging between 3.00 and 4.27 were obtained (see Table 5.4). The lowest average mean value of 3.00 was obtained on item 27 which asked whether the respondents had perceived their cooperative interorganizational relationships as beneficial. The AED-2 respondents obtained a mean value of 5.00, and the AC respondents obtained a mean value of 2.56. These results suggested that the AED-2 respondents had perceived that their interorganizational relationship with AC was very beneficial, and the AC responses indicated the opposite view. The standard deviation value of 1.95, which was considered as high, suggested also that the AED-2 and AC respondents had different views about each other's usefulness for the ITP implementation.

The highest result on the dimension of effectiveness was obtained on item 8. This item was used to measure the extent of good working relationship between AED-2 and AC. An average mean value of 4.27 was obtained for both organizations. Individually, AED-2 obtained a mean value of 5.00 and AC obtained a mean value of 4.11. All the results were considered as very high, and suggested that productive and effective working relationships had existed between AED-2 and AC in their cooperative interorganizational activities for the implementation of the ITP in the NWT.

However, the results of item 27 and item 8 appear to be contradictory. As presented in Chapter 2, AED-2 serves as a link between CEIC and AC, and CEIC funds flow through AED-2 to AC for carrying out the Institutional Training Program activities at AC. In the interview and discussions held, Arctic College authorities did not appear to consider that the system of indirect resource exchange between CEIC and AC as a useful way of business operation. For example, frequent AED-2 delays in forwarding student bursaries have often forced the College to divert funds from other expenditure titles in order to maintain the students on the training program. Although the stipend funds were later received by the students who paid back their debts to the College, the diversion of funds earmarked for other expenditures had caused undue strain on the training activities of the College. It seemed, therefore, that it was with regard to this concern that the AC respondents had perceived AED-2 as a nonessential member of the cooperative linkage structure in the implementation of the ITP in the NWT.

Overall, the average mean value obtained from the AED-2 and AC response data on the dimension of effectiveness was very high ($\bar{x} = 3.90$). This result indicated that the perceptions of the respondents of the cooperating organizations about the effectiveness of their relational linkage performance was very positive.

AED-2 and AC Linkage Strength
Measured by the IR Dimensions

The foregoing was an item-by-item analysis of the mean values obtained from calculations of the AED-2 and AC linkage questionnaire scores, and the following is a presentation of the assessment of the linkage strength between AED-2 and AC at the level of the five dimensions used in this study (see Table 5.6).

Table 5.6
Comparison of AED-2[1] and AC[2]
Responses on the Data of the IR Dimensions
(N=11)

Defined Dimensions	AED-2 (N=2) Mean	SD	Rank	AC (N=9) Mean	SD	Rank	Total (N=11) Mean	SD	Rank
Formalization	4.50	.71	1	3.56	1.13	2	3.72	1.10	2
Intensity	3.32	.19	4	3.17	.64	4	3.20	.58	5
Reciprocity	3.43	.22	3	3.16	.32	5	3.21	.32	4
Standardization	3.25	.35	5	3.39	.82	3	3.36	.75	3
Effectiveness	4.14	.20	2	3.84	.56	1	3.90	.52	1

[1] AED-2 stands for Group 2 respondents at the Advanced Education Division of the Ministry of Education, Government of the Northwest Territories.
[2] AC stands for Arctic College.

The average mean values obtained by the respondents on the five dimensions (formalization, intensity, reciprocity, standardization and effectiveness), ranged between 3.20 and 3.90. The highest average mean value ($\bar{x}$ = 3.90) was obtained on the dimension of effectiveness, and the lowest average mean value ($\bar{x}$ = 3.20) on the dimension of intensity. These results suggested that the AED-2 and AC respondents had perceived that the performance of their interorganizational cooperation was effective. Also, a rank-ordering of the five dimensions on the basis of their mean values showed that AED-2 had formalization as its highest ($\bar{x}$ = 4.50) and standardization as its lowest (3.25). These results suggested that the respondents had perceived that AED-2 had a very strong linkage with AC, but its perception of following the operational procedures established in its cooperative activities with AC was considered as only satisfactory. For AC the highest mean value($\bar{x}$ = 3.84) was obtained on the dimension of effectiveness, and the lowest mean mean value (3.16) on the dimension of reciprocity. These results indicate that AC had perceived its interorganizational cooperation with AED-2 was effective, but, the reciprocal exchange of resources with AED-2 was low.

However, on all the dimensions, the average mean values obtained by the respondents of AED-2 and AC were 3.16 and above, and compared with the average mean value of 2.50 set for this study, the results were considered as high, and therefore, the linkage between AED-2 and AC was considered as strong.

Findings

Although AC was a semiautonomous organization with its own governing board, the findings suggest that a formal agreement was not probably required because Arctic College was located and operated within the political and functional jurisdiction of AED-2. However, as shown in Table 5.4, the high result obtained on the dimension of formalization indicated that there was an agreement between AED-2 and AC to implement the ITP at Arctic College. But, the agreement could be a low key one, for example, in the form of exchange of notes of understanding between AED-2 and AC. The high result indicated a strong linkage, which, in turn, suggested that AED-2 and AC were effective in their cooperative activities for the implementation of the Institutional Training Program (ITP) in the Northwest Territories.

The data collected on dimension of intensity, were analyzed under two subdimensions: (1) the frequency of the interaction, and (2) the size of resources exchanged between AED-2 and AC. As presented in Table 5.4, (1) the data on the frequency of the interaction suggested that the flow of written and telephone communications between AED-2 and AC were high. But, face-to-face communication in committee meetings was low. This was probably because of the severe climatic condition which makes outdoor mobility difficult in the north. (2) The data on the size of resource exchange suggested that AED-2 and AC had high resource exchange interactions between them. The data indicated also that most of the funds received by AC came from or through AED-2. In exchange, AC utilized its facilities for carrying out the ITP activities at Arctic College. These findings suggested that the implementation of the Institutional Training Program in the NWT was effective.

The data collected from the respondents of AED-2 and AC on the dimension of reciprocity was analyzed under two subdimensions: (1) Resource exchange reciprocity, and

(2) definitional reciprocity.

(1) The data calculation results indicated that the resource exchange reciprocity between the cooperating organizations was very high. This suggested that AED-2 provided funds, and, in return, AC utilized its expertise and infrastructure for the cooperative program implementation activities. Further analysis of the AED-2 response data revealed also that the respondents of AED-2 had perceived that their organization had provided AC with all its resource needs for the program activities. But, the AC respondent data indicated that the funds received from AED-2 were part of the resources used by AC for the program. These findings seemed to suggest that AC had other sources of resource for its activities of manpower training.

(2) The data on the subdimension of definitional reciprocity revealed that the respondents of AED-2 and AC had positive mutual perceptions of one another ($\bar{x}$ = 4.18). The data indicated that they were able to solve **inter**organizational conflicts by reverting to **intra**organizational decision-making structures. Therefore, the cooperative reciprocal exchange of resources between these organizations for the implementation of the Institutional Training Program in the Northwest Territories was considered as high. These findings indicated that the interorganizational linkage between AED-2 and AC was strong. Therefore, the cooperative performance between AED-2 and AC was considered as effective.

Standardization was the fourth dimension used to measure the fixedness of the procedures followed in the exchange activity between the AED-2 and AC. The calculation results of the data collected on the procedures established and followed revealed that the cooperating organizations had established standard operating procedures and had followed the formal communication channels they had established for their relational interactions. Hence, the findings suggested that the relational linkage between AED-2 and AC was strong, and the cooperative performance of these organizations in the implementation of Institutional Training Program (ITP) in the NWT was considered effective.

Effectiveness was the fifth dimension used to provide a direct measure of effectiveness of the cooperative activities between the Advanced Education Division (AED-2) and Arctic College (AC) in the implementation of the ITP in the NWT. The data obtained suggested that the respondents of AED-2 and AC had perceived their cooperative activities as productive and effective. Therefore, the findings indicated that AED-2 and AC had achieved what they had set out to do. That is, AED-2 and AC had attained their cooperative goal of training people in various skills to meet the demands of the labor market for trained workers.

COMPARATIVE ANALYSIS OF THE ADVANCED EDUCATION DIVISION PERFORMANCE WITH CEIC AND AC

As shown in Table 5.7, the five linkage dimensions of *formalization, intensity, reciprocity, standardization,* and *effectiveness* were used as tools of analysis for comparing the performance of the relationships of the Advanced Education Division with CEIC on one side and AC on the other. The data collected from four groups of respondents (CEIC, AED-1, AED-2, and AC) were calculated with the Mann-Whitney *U* test procedure, and an analysis of the results is presented below.

Formalizations

The calculation results presented in Table 5.7 suggested that there was no significant difference of perception about the existence of formalized agreements between CEIC and AED-1 as there was an agreement between AED-2 and AC. These results indicated that the interorganizational linkages of the Advanced Education Division with CEIC on one side and with AC on the other were created by agreements. Therefore, at the level of the dimension of agreement formalization, no operational difference was found in the way the Advanced Education Division had carried its relational linkages with CEIC and AC.

Intensity

Whether there was a difference in the intensity of resource exchange activities of the Advanced Education Division in its cooperative linkages with CEIC and AC was measured by the dimension of intensity. The data presented in Table 5.7 showed that there was no significant difference in the way the Advanced Education Division performed its resource exchange activities with its member organizations. This suggested that the Advanced Education Division did not use different methods of activities in its cooperative relations with CEIC and AC for the implementation of the ITP in the NWT.

Reciprocity

This dimension was used to determine if there was a difference in the way the Advanced Education Division had performed its activities of reciprocal exchange of resources between CEIC and AC. As shown in Table 5.7, of the thirty-one variables used to determine if operational differences had existed in the reciprocal resource exchange activities of the Advanced Education Division in its relations with CEIC and AC, significant differences were found in items 10, 12, and 35. Item 10 was used to measure the mutual perceptions of the Advanced Education Division with CEIC and AC about the importance of each other's resources for the attain~~ment~~ of their interorganizational goal of manpower training under the Institutional Training Program. Although both groups of organizations seemed to have positive perceptions about the importance of their resources to the attainment of their member organizations' goals, a significant difference ($p < .09$) was found in the degree of these perceptions. As the data of item 10 in Table 6.7 show, the difference seemed to be a result of the lower mean response value ($\bar{x} = 4.50$) obtained by the CEIC-AED-1 group than the mean response value ($\bar{x} = 4.91$) obtained by the AED-2-AC group. Because a mean of 4.50 was considered to be very high on a five-point answer scale, the significant difference found between the two mean response values ($\bar{x} = 4.50$ and $\bar{x} = 4.91$) was therefore considered a statistical significance without substantive importance in the mutual perceptions the dyads had about the importance of each other's resources for the attainment of their organizational goals. Therefore, this result indicated that the respondents of the Advanced Education Division did not perceive that their resource reciprocity with CEIC was substantially different from their resource reciprocity relations with AC.

In the cooperative relations of the Advanced Education Division with CEIC and AC, a significant difference (item 12, $P < .01$) was found in perceptions of influence on each other's organizational activities. The data presented in Table 6.7 suggested that there was no perception of significant difference ($\bar{x}$ 2.25) in the relationship of the Advanced Education Division with CEIC. But, a significant difference in perception of influence ($\bar{x} = 3.91$) was indicated in the relationship of the Advanced Education Division with AC. The data indicated that the Advanced Education Division respondents had perceived that they had influence on the organizational activities of AC, whereas AC's respondents had perceived that the influence from the Advanced Education Division on the organizational activities of AC was not as much as the Advanced Education Division respondents had perceived. Therefore, these results suggested that the Advanced Education Division had different operational relationships with CEIC on one side and AC on the other in the activities for the implementation of the ITP in the NWT.

Table 5.7
Mann-Whitney *U* Test for Differences of
the Cooperative Interactions of the Advanced Education Division with CEIC[1] and AC[2]

Item	Variables Describing Defined Dimensions	CEIC[1] and AED-1[2] (N=4) Mean Rank	AED-2[3] and AC[4] (N=11) Mean Rank	*U*	Sig
	Formalization of the IR Structure				
7	Agreement formalization	9.4	7.5	16.5	.44
	Intensity of the IR Interaction				
3	Intensity of involvement in tangible resource flow	6.0	8.7	14.0	.18
4	Intensity of involvement in abstract resource flow	9.3	7.6	17.0	.49
5	Intensity of involvement in receiving information	6.9	8.4	17.5	.52
6	Intensity of involvement in sending information	8.0	8.0	22.0	1.00
28	Frequency of overall interorganizational communication	6.9	8.4	17.5	.54
29	Frequency of written communication	6.8	8.5	17.0	.49
30	Frequency of face-to-face communication	9.4	7.5	16.5	.43
31	Frequency of telephone communication	9.1	7.6	17.5	.53
32	Frequency of committee meetings	9.6	7.4	15.5	.36

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[1] CEIC stands for Canada Employment and Immigration Commission branch in the NWT.
[2] AC stands for Arctic College.

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Table 5.7 (continued)

Item	Variables Describing Defined Dimensions	CEIC and AED-1 (N=4) Mean Rank	AED-2 and AC (N=11) Mean Rank	*U*	Sig
44	Frequency of problems in resource transaction	8.1	8.0	21.5	.94
47	Frequency of disagreement	8.8	7.7	19.0	.67
	Reciprocity of the IR Transaction				
2	Importance of one another for program implementation	9.8	6.6	11.0	.18
9	Need for inflow of resources from the other organization	5.4	9.0	11.5	.11
10	Outflow of resources to the other organization	5.8	8.8	13.0	.09*
11	Informed about the goals of the other organization	10.5	7.1	12.0	.16
12	Influence from the other organization on own activities	3.3	9.7	3.0	.01**
13	Own influence on the other organization's activities	5.3	9.0	11.0	.12
14	Length of time known the person in the other organization	6.9	7.8	17.5	.69
15	Extent of acquaintance with person in the other organization	8.4	7.9	20.5	.84
16	Consensus on priorities of program implementation	7.1	7.7	18.5	.81
17	Consensus on specific ways work is done by the other organization	8.5	7.1	16.0	.54
18	Consensus on specific ways work is done by own organization	7.3	7.6	19.0	.87
19	Consensus on specific terms of the relationships among the organizations	8.4	7.2	16.5	.58
20	Extent of similarity of work done as the other organization	7.4	8.2	19.5	.73

*$p < .10$

**$p < .05$

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Table 5.7 (continued)

Item	Variables Describing Defined Dimensions	CEIC and AED-1 (N=4) Mean Rank	AED-2 and AC (N=11) Mean Rank	*U*	Sig
21	Extent of similarity of work done by the other organization	7.0	8.4	18.0	.58
22	Extent of similarity of operating goals	6.5	8.6	16.0	.37
23	Extent of similarity of skills of employees of cooperating organizations	10.0	7.3	14.0	.27
24	Extent of similarity of technology used by the cooperating organizations	7.1	8.3	18.5	.63
25	Hinderance to the other organization's flow of work	7.0	7.7	18.0	.75
26	Hinderance from the other organization to own flow of work	6.5	7.9	16.0	.51
33	Percentage share of own initiated communication	7.8	7.4	19.0	.88
34	Difficulty in getting ideas across to the other organization	7.1	8.3	18.5	.62
35	Difficulty getting in touch with the other organization	4.5	8.7	8.0	.07*
42	Similarity of resources given to the other organization	8.9	6.2	10.5	.18
43	Extent of discrepancy in resource transaction	6.0	8.1	14.0	.29
48	Resolution of conflict by ignoring or avoiding issues	6.8	8.5	17.0	.45
49	Resolution of conflict by smoothing over issues	6.4	8.6	15.5	.37
50	Conflict resolution by mutual effort	8.1	8.0	21.5	.94
51	Conflict resolution by decisions of higher authorities	5.6	8.9	12.5	.20
52	Extent differences between the organizations are worked out	9.1	7.6	17.5	.48
58	Influence from the other organization on own activities	5.9	8.8	1.5	.11
59	Own influence on the activities of the other organization	9.3	7.6	17.0	.47

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*$p < .10$

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Table 5.7 (continued)

Item	Variables Describing Defined Dimensions	CEIC and AED-1 (N=4) Mean Rank	AED-2 and AC (N=11) Mean Rank	*U*	Sig
	Standardization of the IR Procedure				
45	Extent of standard operating procedures established	7.3	8.3	19.0	.68
46	Extent formal communication channels followed	9.5	7.5	16.0	.39
	Effectiveness of the IR Performance				
8	Extent of good working relationships	7.6	8.1	20.5	.83
27	Relationships maintained with the other organization beneficial	8.3	7.9	21.0	.89
53	The other organization fulfilled commitment	11.3	6.8	9.0	.03**
54	Own organization fulfilled commitment	8.8	6.7	7.5	.35
55	Interorganizational relationships productive	9.1	7.6	17.5	.48
56	Interorganizational relationships worthwhile	11.9	6.6	6.5	.02**
57	Satisfaction with interorganizational relationships	8.6	7.8	19.5	.71

**$p < .05$

The calculation result of the data of item 35 showed a significant difference ($p < .07$) of perception about difficulties of getting in touch with one another in the relationships of the Advanced Education Division with CEIC and AC. The data presented in Table 5.7 suggested that there was little difficulty ($\bar{x} = 1.50$) of getting in touch with one another in the relationship of the Advanced Education Division with CEIC. But, in its relationship with AC, it seemed that there was some difficulty ($\bar{x} = 2.40$) of getting in touch with one another. In the relationship of the Advanced Education Division with AC, the latter had perceived that it had some difficulty getting in touch with the Advanced Education Division. But, the Advanced Education Division data indicated that its staff had little difficulty getting in touch with AC. These results suggested that the Advanced Education Division had used different ways of relational interactions in its cooperative linkages with CEIC and AC.

Standardization

Whether the Advanced Education Division had used different operating procedures in its relations with CEIC and AC was measured and compared by the data gathered on the dimension of standardization. Two items (45 and 46) were used. The calculation results of these data suggested that there were operational standards established and used by the Advanced Education Division in its cooperative linkage activities with CEIC and AC in the implementation of the ITP in the NWT.

Effectiveness

Seven variables (items 8, 27, 53, 54, 55, 56, and 57) were used to measure and determine if there was a difference of perception of effectiveness between the relationship of the Advanced Education Division with CEIC and its relationship with AC for the implementation of the ITP in the NWT. As presented in Table 5.7, the data of item 53 and 56 showed significant differences ($p < .05$) of perceptions between the respondents of the Advanced Education Division's relations with CEIC and also with AC about the effectiveness of their interorganizational activities. Item 53 was used to measure the views of the respondents about the extent a member organization had fulfilled its commitments for the implementation of the ITP in the NWT. The data calculation results presented in Table 5.7 show that that the relationship of the Advanced Education Division with CEIC has obtained a higher mean value ($\bar{x} = 4.50$) than the mean value ($\bar{x} = 3.82$) obtained by the respondents of the relationships of the Advanced Education Division with AC. These results indicated that in both relational interactions, the respondents of the member organizations had perceived that the other organization had fulfilled its commitments for the cooperative activities of the ITP implementation in the NWT. The lower mean value ($\bar{x} = 3.82$) obtained by the respondents of the relationship of the Advanced Education Division with AC suggested that AC had some dissatisfaction with the level of the Advanced Education Division's fulfillment of its commitments.

As shown in Table 5.7, the data of item 56 suggested that there was a significant difference ($p < .05$) of perception between the relationships of the Advanced Education Division with CEIC and AC about the worthwhileness of their interorganizational relationships for the implementation of the ITP in the NWT. But, the mean value ($\bar{x} = 4.75$) obtained on the Advanced Education Division's relationship with CEIC, and the mean value ($\bar{x} = 3.91$) obtained on its relationship with AC were considered as very high. Therefore, the significant difference found was considered as a statistical significance without substantive importance. However, the difference in the mean values may be an indication of the degree of perception about the worthwhileness of their relationships for the ITP implementation in the Northwest Territories. A frequency distribution of the data is presented also in Table 5.7A in the Appendix.

Comparison of Performance at the IR Dimension Level

The data in Table 5.8 show that there was no significant difference in the ways the Advanced Education Division interacted with CEIC and AC in the implementation of the ITP in the NWT.

Table 5.8
Comparison of the Advanced Education Division's
Relational Interactions with CEIC[1] and AC[2] Measured at the Level of the IR Dimensions
(N=15)

Defined Dimensions	CEIC and AED-1 (N=4) Mean Rank	AED-2 and AC (N=11) Mean Rank	*U*	Sig.
Formalization	1	2	-.77	.44
Intensity	4	5	-.07	.95
Reciprocity	5	4	-.91	.36
Standardization	3	3	.00	1.00
Effectiveness	2	1	-1.38	.17

[1] CEIC stands for Canada Employment and Immigration Commission.
[2] AC stands for Arctic College.

However the data suggested that the perceptions of the respondents of the Advanced Education Division about the cooperative activities measured by the IR dimensions was less different in one relationship than in the other. For example, the dyadic relationships of the Advanced Education Division was less different in perceptions of standardization (sig. = 1.00) of resource exchange activities than in perceptions of the effectiveness (sig. = .17) of operational activities in the implementation of the ITP in the NWT.

Findings

As the data in Table 5.7 indicated, there was no significant difference of perception between the respondents of the cooperation of the Advanced Education Division with CEIC on one side, and the Advanced Education Division and AC on the other about the existence of agreements between these dyads for cooperation to implement the ITP in the NWT. This finding suggested that the Advanced Education Division had not employed different methods of cooperative interorganizational linkage activities in its relations with CEIC and AC.

On measures of intensity of resource exchange activities, the data suggested that the interactions of the Advanced Education Division with CEIC were not significantly different from this organization's interactions with AC. This revealed that the Advanced Education Division had not used different resource exchange modes with its member organizations of CEIC and AC.

The data of items 10 ($p < .10$), item 12 ($p < .05$), and 35 ($p < .10$) presented in Table 5.7 showed significant differences of respondent perception about the reciprocal exchange of resources between the cooperation of the Advanced Education Division with CEIC and its cooperation with AC. The data suggested that the respondents of these organizations had perceived that the resources they had were useful for their member organizations to attain their goals. Therefore, the difference of perceptions shown in the data calculation was considered as a statistically significance without substantive importance.

The data indicated also the existence of a significant difference of perception about influence on activities of member organizations. In the relations of the Advanced Education Division with CEIC, the data suggested that these organizations had little ($\bar{x}$ = 2.25) mutual influence on each other's intraorganizational activities. But the relationship of the Advanced Education Division with AC was perceived by the respondents as having considerable ($\bar{x}$ = 3.91) influence on each other's intraorganizational activities. In the relationship of the Advanced Education Division with AC, the data indicated that the Advanced Education Division's respondents had perceived that their organization had much influence on the intraorganizational activities of Arctic College (AC). But, AC's data suggested that the Advanced Education Division had only little influence on its intraorganizational activities. Therefore, these findings suggested that the Advanced Education Division had employed different practices of interaction in its cooperation with CEIC on one side and AC on the other. Consequently, the Advanced Education Division apparently had some influence on the intraorganizational activities of AC.

The respondent data shown in Table 5.7 indicated that there were difficulties of getting in touch between the representatives of the Advanced Education Division and Arctic College. AC's data suggested also that the representatives of this organization had difficulties getting in touch with the representatives of the Advanced Education Division. Therefore, the findings suggested that the geographical distance was probably perceived by AC respondents as a major factor of difficulty in getting in touch with the member organization's representatives. Hard climatic conditions of the Arctic region could have also compounded the difficulty encountered by geographical distance.

On the dimension of standardization, the data on the relationship of the Advanced Education Division with CEIC and AC did not show a significant difference of respondent perception about the establishment of standard operating procedures, and also following the procedures established for their cooperative activities. These findings revealed that the Advanced Education Division had not established different standards of operating procedures in its dyadic cooperative activities with CEIC and AC.

In item 53, a significant difference ($p < .05$) of perception was indicated between the relations of the Advanced Education Division with CEIC and its relations with AC about fulfillment of commitments for the attainment of the ITP implementation in the NWT. But, the average mean response values of $\bar{x} = 4.50$ obtained by the respondents of the relationship of the Advanced Education Division with CEIC, and the average mean response value of $\bar{x} = 3.82$ obtained by its relations with AC suggested that the cooperating organizations had fulfilled their organizational commitments for attaining the goal of the ITP implementation. Hence, the significant difference of perception found between the dyads was not considered as substantially important. These findings, therefore, suggested that the Advanced Education Division did not use different practices of cooperative interactions in its linkages with CEIC and AC toward fulfillment of its commitments for the ITP implementation.

A significant difference (item 56, $p < .05$) of perception was found between the respondents of the relationships of the Advanced Education Division with CEIC and AC about the productiveness and worthwhileness of the cooperation between these organizations. But, the average mean response value of $\bar{x} = 4.75$ obtained by the Advanced Education Division's relations with CEIC, and the average mean response value of $\bar{x} = 3.91$ obtained by its relations with AC suggested that the two sets of organizations had perceived that their cooperative linkages were productive and worthwhile. These findings revealed that the significant difference shown was statistically but not substantively important. Therefore, the respondents of the Advanced Education Division's relations with CEIC had no different perceptions from the respondents of the Advanced Education Division's relations with AC about the productiveness and worthwhileness of their cooperative relations for the implementation of the ITP in the NWT. These findings suggested that the Advanced Education Division had not used different modes of cooperative interactions in its dyadic linkages with CEIC and AC for the implementation of the Institutional Training Program (ITP) in the Northwest Territories (NWT).

DESCRIPTION AND ANALYSIS OF ARCTIC COLLEGE TEACHER, STUDENT, AND GRADUATE RESPONSE DATA

In the Van de Ven and Ferry (1980) study, the children, who were the focus of the program activities and, who, as preschoolers, were unable to complete questionnaires, were excluded from serving as sources of questionnaire data. But, according to Wentling and Lawson (1975), wherever possible, a program evaluation study must include all the groups contributing to and involved in the activities of that program. Therefore, it was considered useful for this study to include the teachers, students, and graduates of Arctic College in order to obtain a broad-based data for assessing the effectiveness of the Institutional Training Program (ITP) implementation in the Northwest Territories. Hence, the aim of this section was **to determine the perceptions of the teachers, students, and graduates of Arctic College about the effectiveness of the performance of the Institutional Training Program implementation in the Northwest Territories.** As explained in Chapter 4, in order to determine the perceptions of these groups about the effectiveness of the ITP implementation in the NWT, questionnaires were developed, pilot-tested, and distributed to gather data. Analysis of the data obtained from the teachers, students, and graduates of Arctic College is presented below.

THE TEACHER RESPONSE DATA

Of the 42 teachers reached in the Arctic College system, 24 completed and returned the teacher questionnaire. This was a 57 percent return rate, and was considered an acceptable level for analysis. By using the technique of content analysis, the items of the teacher questionnaire (Appendix D1) were grouped under six dimensions which they were assumed to describe. As presented in Table 5.9, the dimensions were: (1) Participation in Decision-Making, (2) Balance Between Theoretical and Practical Training, (3) Match Between Training and Labor Market Needs, (4) Consensus on Training Program, (5) Satisfaction with Program Activities, and (6) Perception of Program Effectiveness. A five-point Likert-style answer scale was used: 1 = To No Extent, 2 = Little Extent, 3 = Some Extent, 4 = Considerable Extent, 5 = Great Extent.

Participation in Decision Making

As shown in Table 5.9, the variables of item 3, 8, 14, and 15 were assumed to measure the extent of teacher participation in the decision-making processes of the training program at Arctic College. The teachers were asked about the extent of choice they had in designing (item 3) and selecting courses (item 8), the extent of their involvement in program implementation decisions (item 14), and whether they had authority to set

Table 5.9
Means and Standard Deviations of Teacher
Response Scores on the Training Program Effectiveness Questionnaire
(N=24)

Response Scale: 1 = To No Extent, 2 = Little Extent, 3 = Some Extent, 4 = Considerable Extent, 5 = Great Extent

Item	Variables Describing Inferred Dimensions	Mean	SD
	Participation in Decision Making		
3	Extent of choice to design courses	3.25	1.22
8	Extent of opportunity to select courses	3.83	1.09
14	Extent of involvement in program implementation decisions	2.92	1.14
15	Authority in setting instructional priorities	2.96	1.27
	Balance Between Theoretical and Practical Training		
4	Extent of need for more emphasis on theoretical training	2.46	.98
5	Extent of need for more emphasis on practical training	3.42	1.25
6	Existence of balance between theoretical and practical training	3.67	.87
	Match Between Training and Labor Market Needs		
1	Match between training and job opportunities	3.96	.81
2	Response of training program to technological change	3.78	.95
7	Adequacy of time for training	3.21	1.02

(Continued on next page)

Table 5.9 (continued)

Item	Variables Describing Inferred Dimensions	Mean	SD
12	Training enhances chance of program graduates for employment	4.13	.80
13	Input of employers to program course content	2.96	1.20
	Consensus on Training Program		
16	Extent of agreement among CEIC[1], AED[2] and AC[3] on program implementation	3.86	1.21
17	Teachers follow AED priorities of program implementation	3.96	.95
	Satisfaction with Program Activities		
9	Teachers' perceptions of contribution to skill development	4.33	.56
10	Satisfaction with teaching for program	4.25	.74
	Perception of Program Effectiveness		
11	Effectiveness of program implementation	3.83	.64
18	Overall performance of program	3.91	.53

[1] CEIC stands for Canada Employment and Immigration Commission
[2] AED stands for Advanced Education Division of the Ministry of Education, Government of the NWT.
[3] AC stands for Arctic College

instructional priorities (item 15). Means and standard deviations (SD) were calculated, and the results obtained, which indicated the level of teacher participation in decision-making, ranged from 2.92 (item 14) to 3.83 (item 8). The overall average mean response value obtained for the dimension was 3.24. The means response value obtained on the individual items as well as the average mean response value for the dimension were higher than the average mean value ($\bar{x}$ = 2.50 on a scale of 1 to 5) set for the analysis of the data of this study. Therefore, the mean values obtained from the teacher response data indicated that, to some extent, the teachers participated in the decision-making process of the selection, design, and setting of instructional priorities for courses offered by Arctic College. However, the standard deviation (SD) figures show that, the teachers had different perceptions about the teacher participation in the process of decision-making for the selection, design, and setting of instructional priorities of courses for the ITP implementation at Arctic College. The difference in views further indicated that only some teachers were probably included in the decision-making activities which were measured by the variables of item 3, 8, 14, and 15. Therefore, the results suggested that teachers participated in the decision-making processes of the implementation of the ITP at Arctic College.

Balance Between Theoretical and Practical Training

Three variables (item 4, 5, and 6) were used to measure whether the teachers had perceived that the theoretical and practical training at Arctic College were balanced (item 4). The respondents were particularly asked whether there was need for more emphasis on theoretical training (item 5), and whether the offering of theoretical and practical training were balanced (item 6). As presented in Table 5.9, an average mean value of 3.18 was obtained for this dimension. This result indicated that the teachers had perceived that the theoretical and practical training activities at Arctic College were somewhat balanced. However, the mean values of the variables also showed that the teachers had considered that practical training should be emphasized ($\bar{x}$ = 3.42) more than theoretical training ($\bar{x}$ 2.46) at the College. Whereas the teachers' views of whether there was need for more emphasis on theoretical training differed moderately (SD = .98), their views of the extent of need for more emphasis on practical training differed somewhat widely (SD = 1.25). These results seemed to show that the teacher respondents had more consensus on the level of emphasis of the theoretical training than their views of need for more emphasis on practical training at Arctic College.

Match Between Training and Labor Market Needs

This dimension was used to measure whether the teachers perceived that the training at Arctic College had matched the needs of the labor market in the Northwest Territories (NWT). Five variables (items 1, 2, 7, 12, and 13) were employed to measure this dimension. The response scores were calculated, and mean values ranging between 2.96 for item 13 and

4.13 for item 12, and an average mean value of 3.61 for the dimension suggested that the teachers had considered that generally the training at AC matched the skill needs of the labor market. Also, the range of views (from SD = .80 to SD = 1.20) held about this dimension did not differ widely. This result indicated that the respondents had generally agreed that the training at Arctic College had fairly matched the skills required by the labor market. This view was apparently expressed by their responses to item 12 ($\bar{x}$ = 4.13) which asked whether the training at Arctic College had enhanced the opportunities of the program graduates for employment. The results indicated that the ITP training at Arctic College had matched generally the needs of the labor market in the NWT.

Consensus on Training Program

Two variables were used to measure this dimension. In item 16, the teachers were asked about the extent of agreement among Canada Employment and Immigration Commission (CEIC), the Advanced Education Division (AED), and Arctic College (AC) on the implementation of the Institutional Training Program (ITP) in the Northwest Territories (NWT). The teachers were also asked (item 17) whether they had followed the program implementation priorities of the Advanced Education Division. The response scores were calculated, and as shown in Table 5.9, an average mean response value of 3.91 indicated that the teachers had perceived that there was considerable agreement ($\bar{x}$ 3.86) among CEIC, AED-1, AED-2, and AC in the implementation of the ITP, and that teachers had followed ($\bar{x}$ = 3.96) priorities set by the Advanced Education Division for program implementation. The teacher response suggested more differences of opinion (SD = 1.21) about agreement among the agencies on program implementation than the differences (SD =.95) of perceptions about following the program implementation priorities of the Advanced Education Division. However, these results revealed that the teachers of Arctic College had perceived that there was consensus among the participant organizations on the implementation of the ITP manpower training program in the NWT.

Satisfaction with Program Activities

This dimension was measured by two variables. Item 9 asked whether the teachers of Arctic College perceived that they had contributed to the development of skill in the NWT. The question of item 10 was whether these teachers were satisfied with teaching for the ITP implementation in the NWT. An average mean response value of 4.29 was obtained on these items. This result was considered as very high on a scale of 1 to 5. As the standard deviations (SD = .56 and SD = .74) also show, the teachers did not differ very much in their perceptions about their satisfaction with the ITP implementation activities at Arctic College. These results suggested that the teachers at Arctic College were satisfied with the training program activities.

Perception of Program Effectiveness

The five dimensions presented above were used as indirect measures of the effectiveness of the ITP implementation at Arctic College. The perception of program effectiveness dimension was used, however, as a direct measure of the views of the teachers about the effectiveness of the manpower training activities at Arctic College. Two variables were used to determine whether the teachers had perceived that the training program implementation was effective (item 11), and their views about the overall performance of the program (item 18). The response scores were calculated, and an average mean value of 3.87, and standard deviation values of .64 and .53 were obtained. These results show that the teachers had considered that the training program at Arctic College was effective, and their views did not differ widely. A frequency distribution of the data is presented also in Table 5.9A in the Appendix.

Findings

Eighteen variables which were grouped under six dimensions were employed to determine the perceptions of Arctic College teachers about the effectiveness of the Institutional Training Program implementation activities at Arctic College. An overall average mean response value of 3.61 was obtained for the eighteen items. Each dimension under which the variables were grouped obtained also mean values ranging between 3.18 and 4.29.

Except in the variables under the dimension of participation in decision-making, the differences of the teachers' views on each variable, as estimated by the standard deviation values, did not appear to differ widely. The difference in perceptions about participation in decision-making might have arisen from respondents who were probably represented by other teachers, and who might have considered the question of participation purely on technical grounds of not being personally present at meetings where decisions were made about program course offerings. These results suggested that the teachers at Arctic College had generally high and similar perceptions about the activities and performance of the Institutional Training Program (ITP) implementation at Arctic College. Therefore, the data obtained from a sample of teacher respondents of Arctic College revealed that the performance of the Institutional Training Program (ITP) activities at Arctic College was effective.

THE STUDENT RESPONSE DATA

The student questionnaire was distributed to a sample of 42 students who were enrolled at Arctic College in the various training programs offered by the College during the 1986-87 academic year. 33 students (79 percent) completed and returned the student questionnaire. As presented in Table 5.10, the student questionnaire had twelve items. By using the technique of content analysis, these items were grouped under four dimensions. The dimensions which the variables were assumed to describe were: (1) Participation in decision-making of program course selection, (2) Balance between theoretical and practical training, (3) Satisfaction with training program, and (4) Student perception of program effectiveness. A Likert-style five-point answer scale ranging from 1 to 5 was used in the student questionnaire. The response scores obtained were calculated, and the analysis of the results is presented below.

Participation in Decision Making

This dimension was measured by two variables in which the student respondents were asked about the extent of their participation in the decision-making processes of selection of courses and length of training (item 7), and the chance given to students for selecting training programs (item 8). The response scores were calculated, and an average mean value of 3.85 was obtained. This result was considered high on a scale of 1 to 5, and this value suggested that the students had perceived that they had participated generally in the decision-making processes of course selection and length of training at Arctic College. Standard deviations of .92 for item 7 and 1.34 for item 8 suggested also that the perceptions of the students about their participation in the decision-making processes did not differ widely. However, they were closer in their perceptions (SD = .92) about their participation in the selection of courses and duration of training than their perceptions (SD = 1.34) about their chances of selecting training programs.

Table 5.10
Means and Standard Deviations of
Student Response Scores on the Program Effectiveness Questionnaire
(N=33)

Response Scale: 1 = To No Extent, 2 = Little Extent, 3 = Some Extent, 4 = Considerable Extent, 5 = Great Extent

Item	Variables Describing Inferred Dimensions	Mean	SD
	Participation in Decision Making		
7	Participation in course selection and length of time for training	3.82	.92
8	Extent of chance provided to select training program	3.88	1.34
	Balance Between Theoretical and Practical Training		
1	Need for more emphasis on theoretical training	2.73	1.18
2	Need for emphasis on practical training	3.85	1.18
3	Extent of balance between theoretical and practical training	4.15	.83
	Satisfaction with Training Program		
4	Extent of value attached to guidance in program selection	4.24	1.03
5	Extent of satisfaction with program training	4.42	.75
6	Extent of satisfaction with theoretical training	4.09	.95
	Perceptions of Program Effectiveness		
9	Usefulness of training program	4.91	.29
10	Satisfaction with training program	4.70	.53
11	Training enhances chance of graduates for employment	4.67	.54
12	Overall satisfaction with training program	4.19	.82

Balance Between Theoretical and Practical Training

The student respondents were asked to answer three questions (items 1, 2, and 3) in order to determine their perceptions about the balance between theoretical and practical training offered at Arctic College. With a mean response value of 2.73 for item 1, the students seem to have the opinion that there was no great need for more emphasis on theoretical training than was existing at the time of data collection. A standard deviation of 1.18 also indicated that the students did not differ much in their views. But, they seemed to perceive that there was need for more emphasis on practical training (item 2, $\bar{x} = 3.85$), and their views on this did not seem to differ widely (SD = 1.18). As the data in Table 6.10 shows, at the time of data collection, the extent of balance between theoretical and practical training was apparently viewed by the students as considerably balanced ($\bar{x} = 4.15$). Their views also did not seem to differ widely (SD = .83). Although the students appeared to welcome more emphasis on practical than theoretical training, the mean response value of 4.15 for item 3 seemed to suggest that the students had perceived that there was a balance between theoretical and practical training at Arctic College at the time of data collection.

Satisfaction with Training Program

The student satisfaction with the training program offered by Arctic College was measured by three variables (items 4, 5, and 6). As the results of the calculation of the response score indicated, the students seemed to have valued the guidance they had received in program selection (item 5, $\bar{x} = 4.24$); they had considerable satisfaction with the training they had received (item 5, $\bar{x} = 4.42$); and the students had considerable satisfaction (item 6, $\bar{x}$ 4.09) with the level of the theoretical training they had received. The standard deviation figures of the three items suggested also that the students had not differed much in their views about their satisfaction with the training program at Arctic College.

Perception of Program Effectiveness

This dimension was used as a direct measure of program effectiveness as perceived by the students of Arctic College. The other three dimensions served as measures of effectiveness by inference. The student perception of program effectiveness was measured by four variables (items 9, 10, 11, and 12) in which the respondents were asked direct questions about their opinions of the effectiveness of the training program at Arctic College. On all the four items the respondents obtained mean values of more than 4, and an average mean value of 4.62 for the dimension of perception of program effectiveness. These results were considered as very high. Also, the standard deviation values shown (see Table 5.10) indicated that the views of the student respondents about the effectiveness of the training program did not differ widely. A frequency distribution of the data is shown in Table 5.10A in the Appendix.

Findings

The student perception about the effectiveness of the training program at Arctic College was measured by four dimensions. Average mean response values ranging from 3.57 to 4.62 were obtained for the four dimensions. With an overall mean value of 4.13 for the twelve variables which were grouped under four dimensions, the findings seemed to suggest that the students had viewed the training program at Arctic College as considerably effective.

THE GRADUATE RESPONSE DATA

The Arctic College graduate questionnaire was mailed to a sample of 42 former graduates of the College. 26 (62 percent) graduates completed questionnaires. As shown in Table 5.11, by grouping the variables of the instrument, five dimensions were identified. The data obtained from the graduate respondents were calculated, and the results were analyzed, as presented below, from the perspectives of these dimensions.

Participation in Decision Making

One variable (item 15) was used to measure the perceptions of the graduates about their participation in training program decision-making. Mean and a standard deviation values were calculated from the answer scores. A mean of $\bar{x} = 3.65$ was obtained, and this was considered as high. This result suggested that the graduates were generally satisfied by their involvement in the decision making processes for the selection of programs of training they had followed at Arctic College. As the standard deviation figure indicated, the graduates did not appear to differ much in their perceptions about their participation in the decision-making process.

Table 5.11
Means and Standard Deviations of
Graduate Response Scores on the Program Effectiveness Questionnaire
(N=26)

Response Scale: 1 = To No Extent, 2 = Little Extent, 3 = Some Extent, 4 = Considerable Extent,
5 = Great Extent

Item	Variables Describing Inferred Dimensions	Mean	SD
	Participation in Decision Making		
15	Need for involvement in decision-making	3.65	1.16
	Balance Between Theoretical and Practical Training		
2	Need for more emphasis on practical training	4.58	.58
3	Need for more emphasis on theoretical training	2.42	1.03
4	Extent of balance between theoretical and practical training	3.81	.98

(Continued on next page)

Table 5.11 (continued)

Item	Variables Describing Inferred Dimensions	Mean	SD
	Match Between Training and Labor Market Needs		
1	Match between training and labor market needs	4.19	.85
5	Extent curriculum reflects job market needs	4.08	.85
6	Flexibility of curriculum to meet labor market needs	4.08	.89
7	Adequacy of time for training	3.54	.86
14	Response of training program to technological change	3.85	.61
17	Responsiveness of training program to local labor market needs	4.15	.68
	Satisfaction with Training Program		
8	Extent of value attached to guidance in program selection	3.81	.80
9	Extent of contribution of training to self-fulfillment	4.42	.86
10	Assistance from placement services to get first job	2.31	1.41
	Perceptions of Program Effectiveness		
11	Training enhances chance of employment for graduates	4.31	.97
12	Productiveness due to training in program	4.52	.59
13	Ease of handling first job after graduation	4.00	1.00
16	Help sought from supervisor to perform work task	2.62	.94
18	Program is an effective way of training workers	4.54	.71
19	Overall performance of training program	4.38	.65

Balance Between Theoretical and Practical Training

The perceptions of Arctic College graduates about the balance between the theoretical and practical training offered at the College was measured by three variables (items 2, 3, and 4). Probably after they drew from their experience, the graduate respondents seemed to have strong opinions ($\bar{x}$ = 4.58) about the need for more emphasis on practical training at the College. Their opinions on the question of whether there was need for more emphasis on theoretical training was expressed by a low mean value of 2.42. This seemed to indicate that the graduates had considered that there was no need for emphasizing the theoretical training at Arctic College. Despite the strong opinions they had held about the need for more emphasis on practical training, the graduates seemed, however, to have believed that the theoretical and practical training at Arctic College were generally balanced (item 4, $\bar{x}$ = 3.81).

Match Between Training and Labor Market Needs

The graduate perception about whether there was a match between the training they had received and the needs of the labor market in the NWT was measured by six variables. Except the question on adequacy of time for training (item 7, $\bar{x}$ = 3.54) and the response of the training program to technological change (item 14, $\bar{x}$ = 3.85) in which the results were generally high, the rest of the questions obtained mean response values of greater than 4. These were considered as very high. As presented in Table 5.11, the standard deviation values indicated also that the graduate respondents did not differ much in their views. These results suggested that the training program at Arctic College was well-matched with the needs of the labor market in the Northwest Territories.

Satisfaction with Training Program

Three variables were used to measure the perception of graduate satisfaction with the training program at Arctic College. The data calculation results revealed that the graduates had attached a high value ($\bar{x}$ = 3.81) for the guidance they had received in program selection, and for the contribution of the training they had received to their self-fulfillment ($\bar{x}$ = 4.42). The data indicated also that the graduates had little need for assistance from placement services ($\bar{x}$ =2.31, SD = 1.41) to get their first jobs after graduation. The standard deviation value indicated that some graduate respondents had received assistance from guidance and counselling services to get their first jobs after completing the ITP program of training at Arctic College.

Perception of Program Effectiveness

This dimension was measured by six variables which included items 11, 12, 13, 16, 18, and 19. Excluding the response value of the reversed answer scale of item 16, the graduate answer scores obtained mean response values of more than 4 on each of the five items, and an overall average mean value of 4.35. As presented in Table 5.11, these results suggested that the graduates of Arctic College had perceived that the training program implementation at Arctic College was very effective. The differences in the graduate views about the effectiveness of the manpower training program at Arctic College was measured by the standard deviation values of each item. The data indicated that the graduate respondents were not widely different in their views about the effectiveness of the ITP training program at Arctic College. A frequency distribution of the data is presented in Table 5.11A in the Appendix.

Findings

Means and standard deviations were calculated on the graduate questionnaire response scores. The data analysis revealed that the graduates of Arctic College had perceived that they had participated in the decision-making processes of selection of training programs and courses. The respondents had perceived that there was a balance between theoretical and practical training at Arctic College, and a match between the training and the needs of the labor market for skilled manpower. The data revealed that Arctic graduates were satisfied with the training program offered by this College, and they had considered the training program as effective. Therefore, these findings suggested that, according to the graduate respondents, the manpower training endeavors of Arctic College in the implementation of the Institutional Training Program in the Northwest Territories was effective.

SUMMARY OF THE CHAPTER

The purpose of the study and the research questions were reiterated in this chapter. Definitions of the linkage dimensions used for the analysis of the data were presented. The additional questionnaires developed by the researcher for Arctic College teachers, students, and graduates, as well as the scale of measurement used in this study were explained.

In order to determine the strength of interorganizational linkages and the effectiveness of the performance between the CEIC and AED-1 and the AED-2 and AC cooperation, the data gathered from respondents of these organizations were calculated. The five linkage dimensions of *formalization, intensity, reciprocity, standardization,* and *effectiveness* were used to analyze these data. High mean response values and low standard deviations were found. These results indicated strength of linkages between the cooperating organizations. Therefore, the findings suggested that the performance of the cooperative linkages between CEIC and AED-1, and between AED-2 and AC for the implementation of the ITP was effective.

The interorganizational linkage data was also used to calculate and determine whether the Advanced Education Division had employed significantly different modes of relational interactions with CEIC on one side and AC on the other. No significant operational differences were found in their cooperative activities measured by the dimensions of *formalization, intensity,* and *standardization.* However, significant operational differences were found in certain activities measured by variables grouped under the dimensions of *reciprocity* and *effectiveness.* The findings suggested that the Advanced Education Division respondents had perceptions of influence in the interorganizational activities of AC, but not on CEIC's. The data analysis results suggested that difficulties were also experienced by AC representatives in trying to get in touch with representatives of the Advanced Education Division. Apparently similar difficulties were not experienced in the Division's relations with CEIC. Other statistically significant differences reported in Table 6.7 were not considered as substantially important. The assessment of operational difference was also done at the IR dimensions level, and significant differences were not found. Therefore, these findings suggested that in the overall performance of activities for the implementation of the ITP in the NWT, the Advanced Education Division did not use substantially different modes of interaction in its cooperative relations with CEIC on one side and AC on the other.

Separate instruments containing eighteen, twelve, and nineteen items were developed for the teacher, student, and graduate respondents, respectively, of Arctic College. These instruments were pilot-tested and distributed to samples of 42 respondents in each group. The items of the questionnaires were content analyzed and grouped under dimensions, and the data gathered were calculated. Average mean values of $\bar{x} = 3.61$, $\bar{x} = 4.10$, and $\bar{x} = 4.12$ were obtained for the teacher, student, and graduate respondents, respectively. The standard deviations of within group responses were also low. These findings suggested that the teacher, student, and graduate respondents had perceived that the implementation of the Institutional Training Program (ITP) in the Northwest Territories was effective.

Chapter 6

ASSOCIATIONS AND USEFULNESS OF THE INTERORGANIZATIONAL RELATIONS (IR) DIMENSIONS

ASSOCIATIONS AMONG THE IR DIMENSIONS

The purpose of this chapter is to determine whether there were associations among the linkage dimensions, and whether these dimensions were useful for assessing the effectiveness of the performance of interorganizational cooperation among governmental agencies. In order to determine the level of association and the usefulness of the dimensions, zero order and third order correlations were calculated from the data gathered on the linkage questionnaire.

Zero Order Correlations

The items of the interorganizational linkage questionnaire were grouped under the five linkage dimensions used in this study, and average mean response values were calculated for each dimension. In order to explore relationships between the dimensions, the Pearson Product-Moment correlation statistical technique was run for the purpose of obtaining coefficients of correlation or associations among the dimensions used in this study. According to Borg and Gall (1983:355), correlation coefficients are used to discover relationships or associations among variables. The authors say that "The larger the coefficient, the larger the relationship between . . . the variables being correlated" (Borg and Gall, 1983:386). However, Borg and Gall (1983:575) warn that "correlation coefficients cannot be used to determine cause-and-effect relationships, although they may be used to explore or predict relationships between two variables . . .." Therefore, the predictive power of the degree of relationships among the dimensions of this study was the basis on which generalizations were advanced.

The calculation results reported in Table 7.1 below indicated that there were positive relationships among the dimensions used in this study. As shown in the correlation matrix, there were four significant intercorrelations among four dimensions. The dimension of formalization significantly correlated with the dimensions of intensity ($r = .72$, $p < .005$), reciprocity ($r = .62$, $p < .05$), and effectiveness ($r = .68$, $p < .005$). The dimension of effectiveness was also significantly correlated with the dimension of intensity ($r = .52$, $p < .05$). Slight but not significant associations among the dimensions were also indicated.

Table 6.1
Intercorrelations of IR Dimension Scores of CEIC[1], AED-1[2], AED-2[3], and AC[4] Responses to the Interorganizational Relations Questionnaire
(N = 15)

IR Dimensions	D1	D2	D3	D4	D5
D1 -- Formalization	-				
D2 -- Intensity	.72**	-			
D3 -- Reciprocity	.62*	.38	-		
D4 -- Standardization	.25	.35	.07	-	
D5 -- Effectiveness	.68**	.52*	.31	.39	-

[1] CEIC stands for Canada Employment and Immigration Commission.
[2] AED-1 and [3] AED-2 stand for Group 1 and Group 2 respondents at the Advanced Education Division of the Ministry of Education, Government of the Northwest Territories.
[4] AC stands for Arctic College.
*$p < .05$
**$p < .005$

All the correlation coefficients shown in the correlation matrix above are positive and suggest that the activities of the cooperating organizations, which were measured by these dimensions, varried in the same direction. Interpretation of the correlation coefficients obtained from the zero order correlation computation are presented below.

Interpretation

As shown in the correlation coefficient matrix and figure presented in Table 6.1 and Figure 6.1, respectively, the significant correlation coefficients of the relational dimensions ranged from .72 to .52. The highest correlation ($r = .72$, $p < .005$) was between formalization and intensity. This high correlation coefficient showed that the resource exchange activities, which the two dimensions were supposed to measure in the interorganizational cooperative work of the agencies studied, had strong association. Between them these dimensions explained 52 percent of the formalization and intensity of resource exchange activities in the CEIC-AED-1 and the AED-2-AC relations.

Formalization was also positively related with reciprocity. The relationship of these dimensions explained 38 percent of the activities in resource exchange reciprocity. This showed that in the interorganizational cooperation endeavors, activities of formalization and reciprocity acted somewhat independently, but changed in the same direction. With a correlation coefficient of .68, and accounting for 46 percent of the domain of activities they were supposed to measure, formalization and effectiveness were also significantly associated. A positive correlation coefficient between these dimensions showed also that they varried together and in the same direction. The dimensions of intensity and effectiveness were significantly correlated (r = .52), and accounted for 27 percent of the activities which these dimensions were supposed to measure. Although some of the dimensions were more significantly correlated than others, all of them were, however, positively correlated with each other. This indicated that in the performance of the cooperative work for the ITP implementation in the Northwest Territories, the activities of the cooperating agencies varried together and the variations were in the same direction.

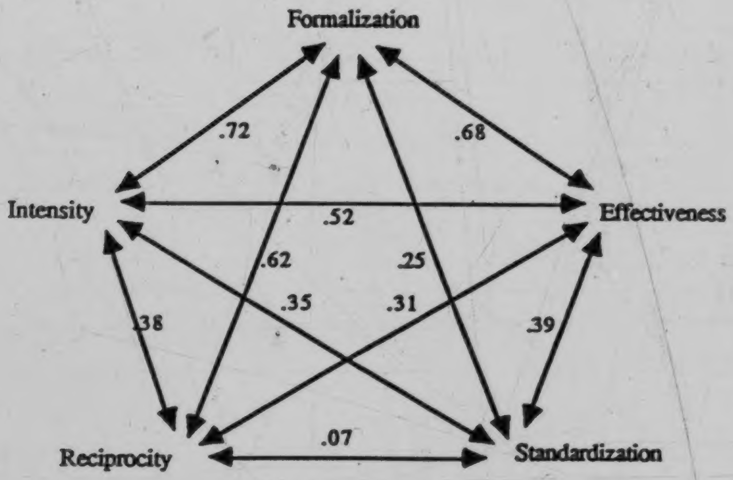

Figure 6.1

Zero Order Correlations Among the IR Dimensions

Third Order (Partial) Correlations

As reported in Table 6.2, third-order correlations were computed to explore if the correlation between two dimensions was influenced by the interaction of the other dimensions. The results of the computation showed that the dimensions of intensity (r = .56), reciprocity (r = .54), and effectiveness (r = .53) had significant and positive correlations with the dimension of formalization. Negative to positive low level correlations between dimensions were also observed.. The partial correlation test results revealed that the pattern of association found in the zero order correlations between the dimensions was generally maintained.

Table 6.2
Partial (Third Order) Correlations of the IR Dimensions
Used to Measure Dyadic Interorganizational Linkages Among CEIC, AED-1, AED-2 and AC
(N = 15)

IR Dimensions	D1	D2	D3	D4	D5
D1 -- Formalization	-				
D2 -- Intensity	.56*	-			
D3 -- Reciprocity	.54*	-.10	-		
D4 -- Standardization	-.12	.24	.03	-	
D5 -- Effectiveness	.53*	.03	-.17	.29	-

$^*p < .10$

Findings

The Pearson correlation computation results showed that (1) the dimensions of intensity, reciprocity, and effectiveness were significantly correlated with the dimension of formalization, and (2) the dimension of intensity was also significantly correlated with the dimension of effectiveness. Nonsignificant but positive correlations were also shown among the five linkage dimensions. A third-order partial correlation computation showed also results which generally followed the pattern of the relationships found in the zero order correlations among the dimensions. These findings thus revealed that the five relational linkage dimensions, which were used to measure activities of interorganizational cooperation for human resources development in the NWT, were interdependent. However, the levels of the correlation coefficients suggested that certain activities of the organizations measured by these dimensions were more interdependent than others. Therefore, the dimensions used in this study were considered useful for conducting an investigation in cooperative relational interorganizational activities between agencies of various levels of government.

USEFULNESS OF THE IR DIMENSIONS FOR EXAMINING AGENCY COOPERATION

The purpose of this section is to determine whether the relational dimensions proposed by Marrett (1971) and supported by Aldrich (1975) and Van de Ven and his associates (1975) could be useful for examining the strength of interorganizational linkages and the effectiveness of the performance between agencies of national and local governments in a federal political system. According to Van de Ven and Ferry (1980:343), the abilities of the dimensions to detect different relationships among organizations indicate the usefulness of the dimensions for examining interorganizational relationships among cooperating agencies. Thus, different activities of interorganizational relationships between the cooperating governmental agencies of this study are presented below to determine whether the dimensions were useful for assessing cooperative activities between them.

The current resource exchange relationship between Canada Employment and Immigration Commission (CEIC) and the Advanced Education Division (AED-1) for post-secondary manpower training in the Northwest Territories (NWT) is a continuation of earlier interorganizational linkage between them. Renewals of cooperation signed between these governmental agencies were usually accompanied by new provisions of criteria for client selection in the implementation of manpower training programs. For example, the Canadian Jobs Strategy (CJS) of 1985 provided criteria for the selection of trainees in the implementation of the Institutional Training Program (ITP) in the Northwest Territories. In pursuit of achieving the ITP manpower training goal, CEIC provided funds, and AED-1 provided political support, premises and other physical facilities for the implementation of the training program in its political jurisdiction. The interorganizational cooperative activities which ensued were measured on five linkage dimensions.

As presented in Tables 5.1 and 5.4, the response data on each variable were calculated across the cooperating agencies in order to determine whether the respondents of these agencies were able to pass judgement on the performance of their organizational linkages measured by the five dimensions. If respondents of cooperating organizations had perceptions about the performance of their cooperative activities, and therefore commented about the level of interactions between them, these comments were considered to indicate that the dimensions by which their interactions were measured possessed measurement property of interorganizational activities. This assumption was used by Van de Ven and Ferry (1980:343-346) in determining the usefulness of the dimensions they had employed to assess the interorganizational performance among social service agencies in Texas. An analysis of the calculation results of the data collected from the respondents of the organizations of this study is presented below.

Respondent Perception of CEIC and AED-1 Linkage Performance

An agreement between Canada Employment and Immigration Commission (CEIC) and the Advanced Education Division (AED-1) of the Ministry of Education was signed in June 1986 for the exchange of resources to implement the Institutional Training Program (ITP) in the Northwest Territories (Canada/Northwest Territories Agreement on Training, June 16, 1986). As the data in Table 5.1 shows, CEIC and AED-1 seemed to have maintained that their interorganizational cooperation for the ITP implementation was based on a formalized agreement between them. However, from the mean response values of the AED-1 data, it seemed that the respondents had considered that the amount of resource flows (funds) from CEIC to AED-1 for the manpower training program was less ($\bar{x}$ = 2.97) than required for the activity. In the open-ended item of the questionnaire and in the interview, Arctic College respondents, which were the end users of the funds for training, had similarly expressed the inadequacy of the funds for meeting the demand for training as well as for achieving excellence in the pursuit of the ITP goal.

Variations of opinions about standardization were also expressed in the resource exchange activities performed between CEIC and AED-1. As mentioned earlier in the data analysis of the relational activities between these organizations, money in Canadian funds was the resource flowing from CEIC to AED-1 in exchange for resources that AED-1 had provided. Because no currency other than Canadian dollars could have been exchanged by CEIC in its cooperative resource exchange relations with AED-1, the difference in opinions between CEIC and AED-1, which was indicated in the standardization dimension, was considered as referring to the volume of resources exchanged between CEIC and AED-1. Therefore, according to the mean values shown in Table 5.1, CEIC seemed to have considered that maximum volume of resource exchange was done between CEIC and AED-1. But, the AED-1 mean response values appear to show that the volume was not adequate for the purpose of implementing the ITP training program at Arctic College. On activities measured by the other dimensions, the opinion of CEIC and AED-1 about their cooperative activities did not appear to be different.

Respondent perception of AED-2 and AC Linkage Performance

Because Arctic College (AC) was located within the territorial and functional jurisdiction of the Advanced Education Division (AED-2), apparently, a formalized and publicized agreement was not made for a relationship between them. But, because Arctic College was autonomous and was run by an autonomous College Board, such a status would have required some form of agreement between AC and AED-2. Such an agreement would have been made by an exchange of notes of understanding between AED-2 and AC detailing out the procedures to be followed in their cooperative activities for the ITP implementation in the NWT. For example, the lower mean response value of AC shown against the dimension of formalization (see Table 5.4) seemed to suggest that AC respondents were doubtful whether to take exchange of notes of understanding for an agreement. The AC data indicated that for certain AC respondents, the notes of understanding between AED-2 and AC were considered as having the effect of interorganizational agreement. Therefore, as presented in Table 5.4, the calculation results show that the opinions expressed by the AED-2 and AC respondents appeared to be consistent with the kind of agreement they seemed to have considered to exist between them governing their cooperative relationships.

The funds provided by CEIC were flowing to AC through AED-2, and the facilities of AC were utilized for the implementation of the ITP manpower training program in the NWT. These appeared to be the standardized resources defined for reciprocal exchanges between AED-2 and AC. During the introductory survey and final data collection endeavors, and from the open-ended items of the questionnaire as well as in the interview with an AC senior respondent, it was observed that the interorganizational relationships between AED-2 and AC for the ITP implementation in the Northwest Territories was good. As presented in Table 6.6, the high mean response value obtained on the dimension of effectiveness, which was used to measure the perceptions of the respondents about the overall interagency performance, was considered as consistent with the results of the other dimensions.

Findings

The performance of the governmental agencies, which cooperated to implement the Institutional Training Program (ITP) in the Northwest Territories (NWT) by exchanging resources, was measured by five linkage dimensions. The opinions of the respondents about the performance of their organizations for the attainment of their mutual goal were expressed by their answers to questions in the linkage data collection instrument. The average mean response values shown against the dimensions under which the items of the questionnaires were grouped suggested that the interacting agencies had perceptions about the level of interactions in resource exchange activities between them. These findings seemed to reveal that the relational dimensions proposed my Marrett (1971) were useful tools for assessing the performance of interorganizational cooperation between governmental social service agencies in a federal political system.

On the basis of the relational questions asked by using an adopted form of the Van de Ven and Ferry (1980) instrument, the respondents were able to express their views about their cooperative interorganizational activities for the implementation of the ITP in the NWT. Hence, on the basis of the relational linkage data gathered, it was possible to calculate, analyze and determine the performance of the interorganizational linkages between CEIC and AED-1, and between AED-2 and AC. Therefore, as Van de Ven and Ferry (1980:346) also suggest after findings of their study, the dimensions used in this study were found useful tools for assessing the strength of interorganizational linkages, and the effectiveness of the performance between cooperating agencies of two level of government in a federal political system.

SUMMARY

The focus of this chapter was to answer Subproblem 5 by exploring relationships and the degree of the relationships among the five linkage dimensions used for this study. The purpose was to determine whether these dimensions were interdependent. Correlation coefficients were computed from the mean response data, and the result showed that the dimension of formalization was significantly and positively correlated with the dimensions of intensity, reciprocity, and effectiveness. Effectiveness was also significantly and positively correlated with intensity. The correlation coefficients showed also that there were nonsignificant but positive associations among the the rest of the dimensions. These results suggested that there were interdependent relationships among the relational dimensions used in this study. The positive coefficients of correlation indicated also that the interactional activities of the organizations measured by these dimensions changed in the same direction. Therefore, these findings seemed to suggest that *formalization, intensity, reciprocity,* and *effectiveness* could be used as a group of dimensions for assessing the performance effectiveness of cooperative activities between agencies of different levels government. But, it seems that the utility of the dimension of *standardization* requires further investigation in different settings. The respondents were also able to answer questions on the bases of their experiences of interactions with one another. The ability of the questions to prompt answer from the respondents suggested that the questions were able to tap interorganizational activities which the respondents were performing. This indicates that the instruments were useful for studies of interorganizational cooperation between government agencies.

Chapter 7

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDY

Introduction

This chapter is divided into six sections:

The first section is a summary of the approach used to conduct the study. The second section is a review of the findings of the study. The third section presents the conclusions reached in this exploratory research. The fourth section presents the generalizations made. The fifth section lays out the implications of the conclusions made. The final section presents recommendations for further research in cooperative linkages among agencies of various levels of government.

SUMMARY

Purpose and Research Problems of the Study

Purpose

The purpose of this study was to examine (1) whether the cooperative interorganizational linkages created (a) between the Advanced Education Division (AED-1) of the Ministry of Education, Government of the Northwest Territories (GNWT) and Canada Employment and Immigration Commission (CEIC), and (b) between the Advanced Education Division (AED-2) and Arctic College (AC) were strong, and (2) whether these organizations were effective in the performance of their cooperative activities for the implementation of the Institutional Training Program (ITP) in the Northwest Territories (NWT).

Linkage Dimensions Used in the Study

Five interorganizational linkage dimensions were used in this study. Four were proposed by Marrett (1971), and the fifth was suggested by Van de Ven and Ferry (1980). The dimensions were **formalization, intensity, reciprocity, standardization** and **effectiveness**.

Focus of the Study

The focus of the study was on the relational linkages between the organizations of this study. The open systems theory and social network analysis provided perspectives for viewing and analyzing the linkages created between the cooperating organizations of this study.

Significance of the Study

This study was an examination of whether the dimensions proposed for analysis of cooperative activities between non-government organizations could be used to assess cooperative linkages between government agencies in a federal political system. It may also encourage students of organization theory to explore and study the cooperative activities of government organizations.

Instruments for Data Collection

The interorganizational relations questionnaire developed by Van de Ven and Ferry (1980) was found to be a useful instrument for data gathering for this study. The questions of this instrument operationalized the dimensions selected for the study. As the authors had suggested, the instrument was adopted to fit the particular characteristics of the interorganizational interactions studied. Another set of three non-linkage questionnaires were developed and pilot-tested to gather data on the perceptions of the teachers, students, and graduates of Arctic College about the effectiveness of the ITP implementation at Arctic College.

Questionnaire Respondents

The Linkage Questionnaire Respondents

The linkage questionnaire respondents were executive staff employees of Canada Employment and Immigration Commission (CEIC), the Advanced Education Division (AED-1 and AED-2) of the Ministry of Education, Government of the Northwest Territories, and Arctic College (AC).

Training Effectiveness Questionnaire Respondents

Questionnaire respondents on the effectiveness of the manpower training program implementation at Arctic College were teachers, students, and graduates of this College.

Data Collection

Questionnaire Data

The linkage and training program effectiveness questionnaires were the main instruments used to collect data for this study. The data obtained provided the information for the analysis of the interorganizational linkages between the cooperating organizations, and the effectiveness of the implementation of the ITP in the NWT.

Interview Data

Boundary spanning and linkage activities are usually performed by very few people in an organization. Therefore, interviews were conducted only with two CEIC and AC staff. However, because certain CEIC and the Advanced Education Division staff later declined to be interviewed, the interview data collected from the AC and CEIC respondents were rendered useless for analysis. This was because the Advanced Education Division was a link between CEIC and AC, and the interview respondents had answered questions on their cooperative linkages with the Advanced Education Division. Nevertheless, the interview data obtained were used to highlight some of the responses of the forced choice answers.

Data Treatment

The demographic data of the respondents were treated by grouping similar catagories together, and presenting their frequency distributions. These were considered useful for showing the characteristics of the information providers for this study.

The interorganizational linkage and the training program effectiveness data were were treated by utilizing the SPSS statistical package to derive descriptive and inferencial statistics for the items of the questionnaires. The results were used to determine the strength of the interorganizational linkages between the cooperating organizations and the effectiveness of their performance in the implementation of the ITP in the NWT.

FINDINGS

The dimensions of *formalization, intensity, reciprocity, standardization* and *effectiveness* were used as tools of analysis for the interorganizational linkages data obtained from the CEIC, AED-1, AED-2, and AC respondents. The analysis of the data and the findings were presented in Chapters 5 and 6. The findings stated (1) whether the interorganizational linkages created between the organizations were strong and their cooperative performance were effective, (2) whether there were significant differences of operational practices employed by the Advanced Education Division in its cooperative linkages with CEIC on one side and AC on the other, and (3) whether the teachers, students, and graduates of Arctic College perceived the manpower training program implementation at Arctic College was effective.

CONCLUSIONS

On the basis of the analysis and findings presented in Chapters 6 and 7, the following conclusions were made regarding the strength of the cooperative interorganizational linkages and the effectiveness of the performance between CEIC and AED-1, and between AED-2 and AC in the implementation of the ITP in the NWT. In order to avoid redundancy, related findings were drawn together in the conclusions.

Conclusion no. 1

The findings revealed that the cooperating organizations of CEIC and AED-1 had a highly formalized linkage, high frequency and mutuality of resource exchange, and had established standard procedures for implementing the ITP in the NWT. These findings suggested that the cooperative interorganizational linkage created between CEIC and AED-1 for the implementation of the ITP in the NWT was strong. This strong linkage suggested that the cooperative interorganizational performance between CEIC and AED-1 was effective.

Conclusion no. 2

The findings suggested that AED-2 and AC had an unpublicized cooperative agreement between them to implement the ITP at Arctic College. Their communication (by telephone and in writing) and the mutuality of resources exchanged between them were high. AED-2 and AC had established standard operating procedures and communication channels for their cooperative activities. These findings indicated that the interorganizational linkage created by an unannounced agreement between AED-2 and AC for the implementation of the ITP at Arctic College was strong. This strong linkage suggested that the cooperative interorganizational performance between AED-2 and AC was effective.

Conclusion no. 3

In the cooperative activities between CEIC and AED-1, and between AED-2 and AC a low frequency of face-to-face meetings and a low level of disagreement were indicated by the results of the data analysis. Although low frequency of face-to-face meetings would be expected to indicate an underlying disagreement between the cooperating organizations, the findings in this case were not interpretable.

Conclusion no. 4

It seemed that the dissatisfaction of AED-1 with CEIC regarding the procedures established and the channels followed in the implementation of the ITP was directed toward the rigid resource exchange practices of CEIC. The resource exchange guidelines did not seem to allow diversion of funds earmarked for specific manpower training titles to other titles of human resource development activities. Based on a claim of the uniqueness of the educational situation in the Northwest Territories, AED-1 had probably considered that it knew best how to address the problem, and hence, CEIC should accord with the wishes of AED-1.

Conclusion no. 5

The cooperative performance of the Advanced Education Division with CEIC on one side and AC on the other were examined. Based on the results of the analysis of the data and the findings presented in Chapter 6, the following conclusion was reached.

The findings of the cooperative performance between the Advanced Education Division (AED-1) and CEIC suggested that they had little reciprocal influence on their **intra**organizational activities. But, the Advanced Education Division (AED-2) had perceived that it had considerable influence on the **intra**organizational activities of Arctic College (AC). However, AC's staff had perceived that AED-2 had only little influence on its **intra**organizational activities. The findings also showed that AC's staff had perceived that they had difficulties getting in touch with the staff of AED-2. These findings suggested that in certain ways the Advanced Education Division had different approaches in performing cooperative manpower training activities with CEIC on one side and AC on the other.

Conclusion no. 6

The perception of the respondents of the Advanced Education Division to perceive that they had influence on the **intra**organizational activities of Arctic College was further analyzed. Based on the findings presented in Chapter 6 to answer subproblem 4, the following conclusion was made.

The data analysis of the formalization, intensity, standardization, and effectiveness dimensions indicated that the Advanced Education Division had not employed different standards of cooperative interactions with CEIC on one side and AC on the other. But, the findings of the reciprocity data analysis indicated that the Advanced Education Division had perceived that it had considerable influence on the internal activities of Arctic College. The nature of the influence was not revealed through the forced choice answers because these do not lend themselves to providing such data. However, the nature of this influence was revealed in the interview and the discussions held with certain executive staff of the College. For example, funds required by the College for purchase of the state of the art equipment for training skilled labor for a competetive market, and for such concomitant facilities as buildings and additional personnel were not made available for Arctic College by the Advanced Education Division. Although these did not appear as part of the resource exchange requirements for the cooperative interorganizational relationship between the Advanced Education Division and Arctic College, their absence had nevertheless appeared to influence the **intra**organizational activities of Arctic College. Providing the resources could also have influenced the **intra**organizational activities of AC. It seemed, therefore, that it was in these and other ways that the Advanced Education Division had considered that it had influence on the internal activities of Arctic College. The results of the data analysis have also indicated that the Advanced Education Division was not as accessible to AC as it was to CEIC.

Conclusion no. 7

The literature search did not show that the linkage dimensions of this study were used to examine the performance effectiveness of cooperating government agencies. These dimensions were used in this study to determine their usefulness for examining the effectiveness of cooperative linkages among agencies of the two higher levels of government in Canada. The result of this assessment led to the following conclusion.

The findings of the data analysis showed that the dimension of formalization was significantly correlated with the dimension of intensity, reciprocity, and effectiveness. The dimension of intensity was also significantly correlated with the dimension of effectiveness. Positive but not all significant associations were shown among the rest of the dimensions. Further, a third order partial correlation was calculated. The result showed also that the pattern of association was generally maintained. These findings indicated the Van de Ven and Ferry (1980) instrument was useful for collecting data, and Marrett's (1971) relational dimensions of ***formalization, intensity, reciprocity,*** and ***standardization,*** and the dimension of ***effectiveness*** suggested by Van de Ven and Ferry (1980), were considered useful for assessing the cooperative linkages and performance effectiveness of government agencies.

Conclusion no. 8

The findings of the analysis of the teacher, student, and graduate data suggested that these groups of respondents had perceived that the manpower training activities at Arctic College were effective. These findings confirmed the perceptions of the linkage questionnaire respondents of CEIC, AED-1, AED-2, and AC.

IMPLICATIONS

The implications of the study are related to the two aspects of the significance of this study: (1) Implications for management of interorganizational cooperation between agencies of the two higher levels of government in Canada, and (2) implications for the study of organization theory.

Implications for Management of Interorganizational Cooperation

It was evident from this study that the cooperating organizations of Canada Employment and Immigration Commission (CEIC), the Advanced Education Division (AED-1 and AED-2) and Arctic College (AC) were actively implementing the Institutional Training Program (ITP) in the Northwest Territories. The implementation of such cooperative program is a phenomenon of complex interactions between the member organizations. Therefore, it seems that the longer the chain of interorganizational linkages, the greater the complexity of the interactions among organizations. To overcome the problem of understanding the complexity of interorganizational interactions, certain measurable relational activities of three linearly linked public organizations were selected. The findings suggested that the cooperating organizations of CEIC, AED-1, AED-2, and AC had created linkages in ways that suited their particular organizational preferences. The findings suggested also that the linkages between CEIC and AEd-1, and between AED-2 and AC were strong, and the intensity and frequency of resource exchange activities between them were high. They had established and followed procedures for carrying out their interorganizational activities. As a result of these findings, the cooperative interorganizational performance among these organizations was considered effective. However, analysis of the data revealed certain implications for for policy-decisions by the authorities of CEIC, AED-1, AED-2, and AC.

1. In the dyadic resource exchange process, the moneys which were received by Arctic College originated from CEIC. Arctic College seemed to consider that the intermediary status of the Advanced Education Division was not necessary and important for the exchange process. Therefore, for the smooth running of the Institutional Training Program implementation activities in the Northwest Territories, it would seem important that the cooperating organizations make clear among themselves the imperatives that have brought each organization into membership of resource exchange activities.

2. The results of the data analysis revealed that CEIC had perceived that the frequency of meetings it had held with AED-1 was considerably high, whereas AED-1 had perceived that the frequency of its meetings with CEIC was low. According to the scale of standard set for this study, the data showed that the frequency of meetings between the staff of these organizations was below average. However, the difference in perceptions indicated that the staff of AED-1 needed more meetings with the staff of CEIC to discuss problems. In order to close the gap of perceptions regarding the frequency of meetings, it would seem necessary for CEIC and AED-1 to hold a special meeting(s) between them to resolve the issue frequency of meetings which they should hold regularly.

3. According to the analysis of the combined data of CEIC and AED-1, the extent of disagreement between them was considered low. But, when the data were analyzed separately, the CEIC data showed that the extent of disagreement between them was little, whereas the AED-1 data showed that the disagreement was more than average. Although the overall interorganizational performance of these agencies was determined effective, it would seem important for continued program implementation effectiveness that the parties concerned resolve the issues of their disagreement.

4. It was learned in the interview that lack of adequate resource exchange for programs of English langauge skill upgrading had dissatisfied Arctic College. It was further learned that the argument of the resource provider was that language skill development programs in grade schools was the jurisdictional responsibility of the Government of the Northwest Territories. But, due to the unique educational situation in the Northwest Territories, certain clients of the College had neither completed their grade school education nor had they acquired the required English language competency to benefit from the post-secondary training program. To mitigate the problem, CEIC provided funds to AC through the intermediary of the Advanced Education Division for English language skill training. However, a CEIC interview respondent seemed to believe that funding for English language skill training was not a warranted exchange of resources to run a post-secondary training program. Therefore, considering the uniqueness of the socio-economic environment of the Northwest Territories, it would seem necessary for CEIC, AED-1, AED-2 and AC to consider the interest of the clients and resolve the issue of resource exchange for the English language skill upgrading program at Arctic College.

5. The findings of the data analysis indicated that the frequency of committee meetings between AED-2 and AC was low. The data showed that the frequency of meetings between AED-1 and AC was lower than the frequency of meetings between CEIC and AED-1. It was considered that, among other factors, the severe climatic condition of the NWT might have hindered mobility of staff, and thus frequency of committee meetings. It would therefore seem appropriate for the cooperating organizations to study the factors that have contributed to the low frequency of meetings, and redefine the expected frequency of meetings that should take place during a given period of time.

6. The findings of the data analysis indicated that in the cooperative activities between CEIC and AED-1, the CEIC representatives almost always sought the decisions of their intraorganizational authorities in cases of disagreement with the AED-1 representatives. In the AED-2 and AC relationships, the representatives of AC sometimes sought the decisions of their intraorganizational authorities in cases of disagreement with AED-2. These findings indicated that the Advanced Education Division, either in its relations with

CEIC, or its relations with AC, had rarely sought the decisions of its intraorganizational authorities in cases of disagreement with the representatives of the cooperating organizations. These findings suggested that the representatives of CEIC and AC at the program coordinating committee meetings had limited decision-making authorities, whereas the representatives of the Advanced Education Division had greater decision-making authorities. Therefore, for efficient cooperative activities, it would seem necessary that the cooperating organizations send to the program coordination committee meetings representatives with comparable decision-making authorities.

7. The findings suggested that the Advanced Education Division (AED-1) was somewhat dissatisfied with the operating procedures established for its cooperative activities with CEIC. Therefore, it would seem necessary that factors of dissatisfaction, which can generate obstacle against continued effective program implementation, should be resolved by the cooperating organizations.

8. The findings of the data analysis suggested that Arctic College did not agree with some of the ways in which the Advanced Education Division (AED-2) had carried its cooperative activities for the implementation of the ITP in the NWT. As revealed in the interview and the ensuing discussions with executive staff of the College, (1) delayed payments of student stipends, (2) not providing sufficient funds for purchase of equipment for training, and (3) difficulties of getting in touch with the AED-2 staff were some of the negative experiences encountered by AC. In order to achieve the goal of the ITP manpower training program, it would seem important that obstacles which stand against effective program implementation are cleared by concerted efforts of examination of issues.

9. The findings of the data analysis indicated that to some extent Arctic College smoothed over issues of conflict with the Advanced Education Division (AED-2), whereas AED-2 appeared to have dealt with issues of conflict. AC's method of conflict resolution by ignoring issues as if they had not existed would be tantamount to suppressing dissatisfaction. Hence, it would seem that the long-term interest of the purposes of the

interorganizational cooperation would be served better if issues were brought out in the open, discussed and resolved.

10. The findings of the data analysis revealed a point of disagreement between the Advanced Education Division (AED-2) and Arctic College (AC) on a question of who has influence over whose intraorganizational activities. AED-2 considered that it had influence on the intraorganizational activities of AC. But, AC had perceived that AED-2's influence on AC was only very little. According to the theory of cooperative interorganizational linkages among autonomous organizations, the member organizations do not cross the points of interorganizational linkage boundaries between them and influence each other's intraorganizational activities. Therefore, it would seem appropriate that the cooperating organizations of AED-2 and AC define the nature of this intraorganizational influence and determine whether the influence was a result of resource exchange activities carried between them.

11. Marrett's (9171) relational dimensions of *formalization, intensity, reciprocity* and *standardization*, and Van de Ven's (1980) dimension of *effectiveness* were operationalized by an adopted version of Van de Ven and Ferry's (1980) data collection instrument. Based on the findings of the analysis, it appeared that interpretable data were obtained. Therefore, the implication of these findings was that Marrett's relational dimensions and Van de Ven's dimension of effectiveness, as well as the latter's data collection instrument could be used to study the performance effectiveness of cooperative relations among agencies of various levels of government in a federal political system.

12. The findings of the analysis of Arctic College teacher, student, and graduate data indicated that these groups had perceived a need for more emphasis on practical training at Arctic College. Therefore, it would seem appropriate for the cooperating organizations to conduct a study of the extent of this need and the nature of delivery of the practical training required by the clients. The methodology of data collection may include questionnaire surveys and tripartite (trainers, trainees, and employers) consultation conferences.

Implications for Organization Theory

The purpose of this study was to examine and determine the strength of the cooperative interorganizational linkages, and the effectiveness of the performance (1) between the (CEIC) branch in the NWT and the AED-1, and (2) between the AED-2 and AC in the implementation of the ITP in the NWT. Although further research should be made to confirm or reject the findings claimed by this study, the following implications may be discernible.

1. The interorganizational cooperative linkages and performance effectiveness between agencies of the two higher levels of government in Canada were assessed by employing Marrett's (1971) relational dimensions as a framework of analysis. The units of analysis were the linkages between the cooperating organizations and not the organizations themselves. As Aldrich (1975:62) observes, "In examining specific links with other organizations, we narrow our focus to the study of particular interactional episodes or linkages." The relational linkages were translated into activity processes which were expected to measure the nature of the linkages. An adopted version of Van de Ven's (1980) instrument was found useful for collecting data on the relational activities of the organizations of this study. The relational linkages which were used as units of analysis, and the questions which tapped information on the various cooperative interorganizational activities, provided bases for assessing the phenomenon of interorganizational linkages among government agencies for the ITP implementation in the NWT. The findings appeared to support the usefulness of Marrett's (1971) relational dimensions and Van de Ven's (1980) data collection instrument for assessing the cooperative interorganizational performance among government agencies.

2. The literature search did not reveal studies to assess the performance effectiveness of interorganizational linkages between government agencies. However, it was found that organization theorists (Aldrich, 1975; Van de Ven and his associates, 1975) analyzed Marrett's (1971) relational dimensions with principal concern of assessing the interactions of human service organizations. After analyzing Marrett's dimensions at the theoretical level, Aldrich concludes that,

   > At the theoretical level, all four dimensions are perfectly general, but whether

> they can be operationalized and applied in other areas will be determined only when someone makes such an attempt (Aldrich, 1975:66).

This study was such an attempt and was made by using Marrett's relational dimensions as tools of analysis of the activities of a cooperative program implementation by human service government agencies. Although a larger sample drawn from a larger number of cooperating government agencies would be required for conclusive results, however, positive relationships were found among Marrett's relational dimensions to make tentative conclusions.

Also, Aldrich's (1975) quest as to "whether [the relational dimensions] can be operationalized and applied in other areas" has received tentative answers in this study. That is, Marrett's relational dimensions can be used to assess the performance of interorganizational cooperation among government agencies in a federal political system.

3. The literature on interorganizational theory was used to describe the conceptual frame of reference of this study. The open systems theory, the organismic analogy of organizations, and models of effectiveness (the goal model, the constituency model, the system resource model) provided perspectives for the analysis of this study. The implication of the results is that models of effectiveness and the literature on interorganizational theory can be used to assess the cooperative linkages and performance effectiveness of government agencies. The result also implies that government organizations can be included within the general frame of organizations for purposes of study and analysis.

4. After a study of the interorganizational cooperation among Texas social service agencies, Van de Ven and Ferry (1980:355) concluded that "inferences from these studies should be limited to the specific organizations being examined." On the basis of the authors' suggestions, their instrument was adapted to collect interorganizational linkage data on the organizations of this study. Because of the nature of interorganizational linkage activities and lack of resources to cover a large number of organizations to collect data

from a large number of respondents, the size of the sample used in this study was small. Therefore, the conclusions should be limited to the organizations studied.

SUGGESTIONS FOR FURTHER STUDIES

The following suggestions are proposed for further studies.

1. Six generalizations were were made on the basis of the findings of the analysis of the data gathered from a sample of 15 linkage questionnaire respondents. Therefore, the generalizations made on the basis of data obtained from such a small number of respondents should be interpreted with caution. Hence, further research on cooperative interorganizational linkages among a larger number of agencies of the two higher levels of government in Canada can be undertaken to verify the generalizations presented in this chapter.

2. The result of a statistical test for associations among the five linkage dimensions of this study showned that the dimensions were positively associated with one another. But, there were more significant associations between between some dimensions than others. Therefore, in order to conclusively determine the utility of these linkage dimensions for studies of cooperative relations among government agencies, it would be useful to conduct studies involving samples larger than used in this study and determine if the pattern of positive relationships among the dimensions is maintained.

3. Similar items were grouped by content analysis, and the number of questionnaire items grouped under the dimensions varied in size. As shown in the tables in Chapter 6, the number of items under the dimension of reciprocity was more than twice the number of items grouped under the dimension of intensity. Formalization had one item only. Therefore, it would be useful for a study which intends to use the Van de Ven and Ferry (1980) instrument to operationalize Marrett's (1971) relational dimensions to aim for a more evenly distributed number of items across the dimensions in order to measure each

dimension with commensurate intensity. In this way, it seems that the associations of the dimensions would be reliably determined.

4. The essence of a measuring instrument is its ability to measure consistently the characteristics of the object which is being measured. Therefore, in order that the results of a measuring activity may be acceptable, the instrument used must be reliable and valid. Therefore, to have a reliable and valid version of the Van de Ven and Ferry (1980) instrument to collect data for use on the five linkage dimensions as tools of analysis, it would seem useful to retune the questions in ways that would describe these dimensions.

5. The organization theory literature search reveals that the concern of study by students of organization theory is generally the structures, behavior, and processes of educational and business organizations. It appears that very little attention is given to the study of interorganizational relations between governmental agencies. Also, the study of relations among nonprofit international organizations seems to have been overlooked by mainstream organization theorists. But, in a world of everincreasing communications, linkages, interactions, and participactions of nations through international organizations such as the United Nations Organization and its affiliates, studies of their linkage structures and performance of their cooperative activities can reveal interesting results for the student of organization theory. Studies of linkages and interactions among international organizations may also help to determine, (a) whether dimensions used in measuring cooperative activities between social service types of organizations are useful for measuring the performance effectiveness of nonprofit international organizations, and (b) whether the cooperation of international organizations must be assessed by dimensions suitable only to their particular goals, linkages, structures, and processes.

CONCLUDING STATEMENT

The ultimate aim of cooperative linkages among organizations is to achieve goals of common interest by exchanging resources. The performance of cooperative activities are thus continuous processes of relational activities in pursuit of common goals. But, a study of a continuous social activity may be compared to aiming at a moving body which passes through and modified en route by different environmental conditions. Such is an evaluation attempt of an ongoing social activity. This concept of continuousness of social activity can be addressed by employing two approaches. One approach is to assess the performance of interorganizational relationships on the basis of data obtained from respondents about their perceptions and experiences of their relational activities during a given time period. Another approach is to conduct periodic investigations of the performance of cooperative interorganizational activities in order to ensure that the phenomenon is assessed on the basis of the different environmental conditions in which it was found at the time of evaluation data collection.. The first approach was used in this study.

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APPENDICES

APPENDIX A 1

Letter of Request to Dr. Andrew W. Van de Ven for Permission to Use His Questionnaire Instrument

Date. September 5, 1985

Dr. Andrew H. Van de Ven
3M Professor of Human Systems Management
School of Management
271 19th Avenue South
Minneapolis, Minnesota 55455
U.S.A.

Subject: Permission to Use Your OAI Instrument

Dear Dr. Van de Ven,

I am writing this letter to confirm my telephone request of August 2, 1985 for your written permission to use your Organization Assessment Instrument (OAI) for a study of organizational linkages and performance effectiveness.

I am a doctoral student at the University of Alberta, Department of Educational Administration. Having completed the course requirements of the program, I have developed a research proposal for an interorganizational linkages and performance effectiveness study in the area of organization theory.

The study looks at the cooperative relations between an international development aid organization and an aid recipient governmental organization in a developing country.

The research is mainly quantitative, and I will use a questionnaire instrument to collect the required data for the study. For this endeavor, I have chosen to use the Organization Assessment Instrument (OAI) you have developed and appended to your book with Diane Ferry, Measuring and Assessing Organizations, published in 1980. This is, therefore, to request your written permission for the use of this instrument to collect data for my study.

As requested by you during the telephone conversation, and in return for your kind permission to use your OAI module, I will send you a copy of the raw data collected with the above instrument.

With my best wishes,

Cordially yours,

Mengesha Gessesse
Doctoral Student

APPENDIX A 2

Letter of Permission from Dr. Andrew W. Van de Ven to Use His Questionnaire Instrument

UNIVERSITY OF MINNESOTA
TWIN CITIES

3M Professor of Human Systems Management
School of Management
271 19th Avenue South
Minneapolis, Minnesota 55455
(612) 376-1502

September 24, 1985

Mengesha Gessesse
P.O. Box 768 SUB 11
Edmonton, Alberta T6G 2E0
Canada

Dear Mr. Gessesse:

Thank you for your letter requesting permission to use the Organization Assessment Instruments (OAI) for your study of organizational linkages and performance efectiveness. You have my permission to use, free of charge, the OAI for your study, provided that you will send, in return, a copy of the raw data with computer code book after your study is completed. As you know, we continue to test the generality of the OAI; your use of the OAI, along with that of other researchers, provides an excellent opportunity to test psychometric properties of the indices as well as establish norms (means, standard deviations, correlations) among different kinds of jobs, work groups, and organizations. Of course, I will protect rights of confidential and proprietary information.

Please feel free to call or write me to address any problems as you progress with your study. I look forward to staying in contact with you.

Sincerely,

Andy

Andrew H. Van de Ven

/lac

APPENDIX B 1

Letter of Request to the Minister of Education Government of the Northwest Territories to Conduct Research

University of Alberta
Edmonton

Department of Educational Administration
Faculty of Education

Canada T6G 2G5

7-104 Education Building North, Telephone (403) 432-5241

June 25, 1986

The Honourable Dennis Patterson
Minister of Education
Yellowknife, Northwest Territories
X1A 2P8

Subject: Request for Permission to Conduct Research on Cooperative Manpower Training Programs in Northwest Territories

Dear Mr. Patterson:

As a major academic requirement for completion of their programs of study, doctoral students at the University of Alberta are required to engage in original research. For his doctoral dissertation, one of our resident graduate students, Mr. Mengesha Gessesse, is interested in the role and participation of the Federal Government of Canada in accopmlishing educational and human resources development objectives in the Northwest Territories (NWT).

Mr. Gessesse has elected to study particularly the Institutional and Industrial Training Program in the NWT. He aims to examine the cooperative relations between the Federal Government of Canada and that of the Northwest Territories to attain socio-economic development through the implementation of human resources development projects and programs.

Mr. Gessesse wishes to visit project implementation sites as well as the regional headquarters of cooperating governmental and non-governmental organizations in NWT to meet with personnel who are involved in the Institutional and Industrial Training Programs.

His first visit to the NWT between July 1 and 10, 1986 will be to gather preliminary information for the study, and his second visit between September and October 1986 will be to collect data for the study. He will invite personnel working for the NTA implementation programs to complete questionnaires.

The purpose of this letter is to seek permission from you for Mr. Gessesse to meet with staff whose work is directly related to and involved with the Institutional and Industrial Training Programs in NWT. Mr. Gessesse has already made preliminary contacts with Canada Manpower and Immigration in Yellowknife regarding his interest in conducting research on the Northwest Territories manpower training programs.

We believe that Mr. Gessesse's study will be a contribution to organization theory. We hope you will look with favor upon his proposed work.

With our best wishes,

Sincerely yours,

Chester S. Bumbarger

Chester S. Bumbarger
Chairman

cc. 1. Mr. Conrad Pilon, Director
P. O. Box 1950
Canada Manpower and Immigration
Yellowknife, NWT.

2. Dr. John E. Seger
Department of Educational Administration.

3. Dr. A. S. A. Mohsen, Director
Boreal Istitute
University of Alberta
Edmonton, Alberta
T6G 2E9.

✓4. Mr. Mengesha Gessesse
Department of Educational Administration.

APPENDIX B 2

Letter of Request to the Director of Canada Employment and Immigration Commission in the NWT to Conduct Research

Edmonton
Faculty of Education
Canada T6G 2G5
7-104 Education Building North, Telephone (403) 432-5241

June 25, 1986

Mr. Conrad Pilon, Director
Canada Manpower and Immigration
P. O. Box 1950
Yellowknife, Northwest Territories
X1A 2P8

Subject: Request for Permission to Conduct Research on Cooperative Manpower Training Programs in Northwest Territories

Dear Mr. Pilon:

As a major academic requirement for completion of their programs of study, doctoral students at the University of Alberta are required to engage in original research. For his doctoral dissertation, one of our resident graduate students, Mr. Mengesha Gessesse, is interested in the role and participation of the Federal Government of Canada in accomplishing educational and human resources development objectives in the Northwest Territories (NWT).

Mr. Gessesse has elected to study particularly the Institutional and Industrial Training Program in the NWT. He aims to examine the cooperative relations between of the Federal Government of Canada and that of the Northwest Territories to attain socio-economic development through the implementation of human resources development projects and programs.

Mr. Gessesse wishes to visit project implementation sites as well as the regional headquarters of cooperating governmental and non-governmental organizations in NWT to meet with personnel who are involved in the Institutional and Industrial Training Programs.

His first visit to the NWT between July 1 and 10, 1986 will be to gather preliminary information for the study, and his second visit between September and October 1986 will be to collect data for the study. He will invite personnel working for the NTA implementation programs to complete questionnaires.

The purpose of this letter is to seek permission from you for Mr. Gessesse to meet with staff whose work is directly related to and involved with the Institutional and Industrial Training Programs in NWT. Mr. Gessesse has already made preliminary contacts with Mr. John Dalton and Mr. William Carr, both of Canada Manpower and Immigration in Yellowknife, regarding his interest in conducting research on the Northwest Territories manpower training programs.

We believe that Mr. Gessesse's study will be a contribution to organization theory. We hope you will look with favor upon his proposed work.

With our best wishes,

Sincerely yours,

Chester S. Bumbarger
Chairman

cc. 1. The Honourable Dennis Patterson
Minister of Education
Yellowknife, NWT.

2. Dr. John E. Seger
Department of Educational Administration.

3. Dr. A. S. A. Mohsen, Director
Boreal Istitute
University of Alberta
Edmonton, Alberta
T6G 2E9.

✓ 4. Mr. Mengesha Gessesse
Department of Educational Administration.

APPENDIX C 1

Canada Employment and Immigration Commission
Institutional Training Program Implementation
Staff Questionnaire
(CEIC)

A Note to the Respondent

November 18, 1986

Dear Respondent,

Canada Employment and Immigration Commission (CEIC), as an organization does not exist in isolation. For a variety of reasons, it maintains relationships with other organizations. Among other organizations, CEIC maintains a cooperative relationship with the Ministry of Education of the Government of the Northwest Territories (GNWT) in order to accomplish its goals and responsibilities for manpower training in the Northwest Territories.

This questionnaire focusses on how CEIC interacts with the Ministry of Education of the GNWT in the performance of the **Institutional Training Program** implementation activities. Each question asks you about some aspect of the relationship between CEIC and the Ministry of Education.

When answering these questions, you will be able to stand back and evaluate for yourself how CEIC interacts with the Ministry of Education in the Institutional Training Program implementation activities.

For this study to be useful, it is important that you answer ALL the questions frankly. There are no hidden meanings behind any of the questions, and there are no right or wrong answers. Your answers depend on your own personal knowledge and perception of the cooperative interactions between CEIC and the Ministry of Education of the GNWT.

It is important to realize that your answers will be helpful in:

1. understanding how Federal Government development agencies interact with local governemnt organizations in cooperative development program implementation endeavors in Canada, and

2. identifying where and how interorganizational relationships between Federal Government development agencies and assistance recipient local government organizations can be improved.

Your answers will be strictly confidential, and will be used only for statistical purposes after they are grouped with the answers of other persons.

Confidentiality is such that your answers will not be made available to anyone other than the researcher. Neither will you be identified personally in any way through your participation.

When you have finished answering ALL the items, please seal the completed questionnaire in the stamped envelope provided, and return it to me as soon as possible.

Thank you very much for your cooperation.

Sincerely

Mengesha Gessesse

Introductory Questions

The following questions are very important for properly coding and analyzing the data. Please answer the questions. As pointed out earlier, the confidentiality of your responses will be maintained.

When you have completed the questionnaire, seal it in the accompanying envelope and please return it to me as soon as possible.

---

1. Sex: Male ——— Female ———

2. Date of birth: Month——— Year ———

3. Please indicate the highest educational level you have attained, (e.g., professional training you have taken and ceritificates, diplomas and degrees you have been awarded).

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

4. Name of the DEPARTMENT or DIVISION in which you now work.

   ____

5. Name of the SECTION or UNIT in which you now work.

   ____

6. What is your present POSITION or JOB TITLE?

   ____

7. How long (YEARS and MONTHS) have you been in your present JOB/POSITION?

   ____

8. Before you came to your present post/position, did you have work experience with other development agencies of the Federal Government where you worked with assistance recipient local government organizations?

Yes ——— No ———

If "Yes," how many years? ——— Years

9. What were your JOB TITLES and SPECIFIC WORK in the development agencies of the Federal Government where you had worked before?

a. ____

____

____

b. ____

____

____

c. ____

____

____

d. ____

____

____

Thank you very much for your cooperation.

General Instructions

For each question there is a five-point answer scale with brief descriptions of what the numbers on the scale represent. You are to choose one number that most accurately reflects your answer for each question.

Example:

- During the past one year, how often was CEIC in contact with the Ministry of Education of the GNWT about matters related to the implementation of the **Institutional Training Program?**

You will select your answer from a scale such as the following:

Never	Monthly	Weekly	Daily	Hourly
1	2	3	4	5

If your answer is "WEEKLY", then, circle number 3 as follows:

Never	Monthly	Weekly	Daily	Hourly
1	2	[✓ 3]	4	5

Thank you very much for your cooperation.

QUESTIONNAIRE

Please answer the following questions focussing on the cooperation of CEIC with the Ministry of Education of the GNWT regarding the implementation of the Institutional Training Program.

Now, after each question circle the number in the space below that most accurately reflects your answer.

1. In the space provided below, state as clearly as possible the reasons why CEIC had to coordinate with the Ministry of Education of the GNWT during the past one year.

2. How important was the Ministry of Education of the GNWT for the implementation of the Institutional Training Program in the NWT during the past one year?

1= Not very important
2= Somewhat important
3= Quite important
4= Very important
5= Absolutely important

3. During the past one year, how much was CEIC involved with the Ministry of Education of the GNWT to give resources (money, expertise, equipment)?

Not at all	A little	Some-what	Quite a bit	Very much
1	2	3	4	5

4. During the past one year, how much was CEIC involved with the Ministry of Education of the GNWT to give technical assistance for the implementation of the Institutional Training Program (consultation or staff services in functional areas)?

Not at all	A little	Some-what	Quite a bit	Very much
1	2	3	4	5

5. During the past one year, how much was CEIC involved with the Ministry of Education of the GNWT in sending information for purposes of coordination, control, planning, or evaluation of the implementation of the Institutional Training Program?

Not at all	A little	Some-what	Quite a bit	Very much
1	2	3	4	5

6. During the past one year, how much was CEIC involved with the Ministry of Education of the GNWT in receiving information for purposes of coordination, control, planning, or evaluation of the implementation of the Institutional Training Program?

Not at all	A little	Some-what	Quite a bit	Very much
1	2	3	4	5

7. To what extent have the terms of the relationship or agreement on the implementation of the Institutional Training Program between CEIC and the Ministry of Education of the GNWT been explicitly VERBALIZED or DISCUSSED?

To no extent	Little extent	Some extent	Consi-derable extent	Great extent
1	2	3	4	5

8. Prior to the past one year, to what extent had CEIC had an effective working relationship with the Ministry of Education of the GNWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

9. For CEIC to accomplish its mandate and attain its goals, how much does it need the resources or support of the Ministry of Education, or the Government of the NWT?

Not at all	Very little	Some	Quite a bit	Very much
1	2	3	4	5

10. For the Ministry of Education to accomplish its goals and responsibilities regarding the implementation of the Institutional Training Program, how much does it need the services, resources, or support of CEIC?

Not at all	Very little	Some	Quite a bit	Very much
1	2	3	4	5

11. In relation to the Institutional Training Program, how well informed are you about the specific manpower development goals and services of the Ministry of Education?

Not at all	Little informed	Somewhat informed	Quite informed	Very well informed
1	2	3	4	5

12. How much say or influence does CEIC have on the internal operations of the Ministry of Education in the implementation of the Institutional Training Program in the NWT?

None	Little	Some	Quite a bit	Very much
1	2	3	4	5

13. How much say or influence does the Ministry of Education have on the internal operations of CEIC in the implementation of the Institutional Training Program in the NWT?

None	Little	Some	Quite a bit	Very much
1	2	3	4	5

14. How long have you personally known the person(s) in the Ministry of Education of the GNWT with whom you coordinate your work for the implementation of the Institutional Training Program in the NWT?

One year	Two years	Three years	Four years	Five Years or more
1	2	3	4	5

15. How well are you personally acquainted with the person(s) in the Ministry of Education of the GNWT?

No personal acquaintance	Not very well	Somewhat well	Quite well	Very well
1	2	3	4	5

16. How much do you and this/these person(s) agree or disagree on the implementation priorities of CEIC regarding the Institutional Training Program in the NWT?

Disagree much	Agree a little	Agree somewhat	Agree quite a bit	Agree very much
1	2	3	4	5

17. How much do you and this/these person(s) agree or disagree on the specific ways work is done by CEIC for the implementation of the Institutional Training Program in the NWT?

Disagree much	Agree a little	Agree somewhat	Agree quite a bit	Agree very much
1	2	3	4	5

18. How much do you and this/these person(s) agree or disagree on the specific ways work is done by the Ministry of Education for the implementation of the Institutional Training Program in the NWT?

Disagree much	Agree a little	Agree somewhat	Agree quite a bit	Agree very much
1	2	3	4	5

19. How much do you and this/these person(s) agree or disagree on the specific terms of the relationship between CEIC and the Ministry of Education regarding the implementation of the Institutional Training Program in the NWT?

Disagree much	Agree a little	Agree somewhat	Agree quite a bit	Agree very much
1	2	3	4	5

20. To what extent does CEIC do the same kind of work as the Ministry of Education in the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

21. To what extent does the Ministry of Education of the GNWT do the same kind of work as CEIC in the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

22. To what extent does CEIC have operating goals similar to the goals of the Ministry of Education in the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

23. To what extent does CEIC have employees with professional or trade skills as those required of personnel working in the Ministry of Education for the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

24. To what extent does CEIC use the same technology, equipment, or information sources as the Ministry of Education of the GNWT in doing its work for the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

25. During the past one year, to what extent did individuals at CEIC in the NWT hinder the Ministry of Education of the GNWT from performing its functions for the implementation of the Institutional Training Program?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

26. During the past one year, to what extent did individuals in the Ministry of Education of the GNWT hinder CEIC in the NWT from performing its functions to fulfill its responsibilities and commitments for the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

27. Consider now the relationship CEIC maintains with the Ministry of Education of the GNWT. Do you feel that there are "payoffs" to the Ministry of Education in relating with CEIC in the implementation of the Institutional Training Program in the NWT?

Very little	Little	Some	Quite a bit	Very much
1	2	3	4	5

28. During the past one year, how frequently had people in CEIC in the NWT communicated or had been in contact with people in the Ministry of Education of the GNWT on matters concerning the Institutional Training Program implementation in the NWT?

1-3 times a year	About monthly	About every 2 weeks	About weekly	About daily
1	2	3	4	5

29. Specifically, how frequently did CEIC communicate with the Ministry of Education of the GNWT through written letters, memos, or reports of any kind during the past one year regarding the implementation of the Institutional Training Program in the NWT?

1-2 times a year	About monthly	About every 2 weeks	About weekly	About daily
1	2	3	4	5

30. Specifically, how frequently did CEIC communicate with the Ministry of Education of the GNWT through personal face-to-face discussions during the past one year regarding the implementation of the Institutional Training Program in the NWT?

1-2 times a year	About monthly	About every 2 weeks	About weekly	About daily
1	2	3	4	5

31. Specifically, how frequently did CEIC communicate with the Ministry of Education of the GNWT through telephone calls during the past one year regarding matters of the implementation of the Institutional Training Program in the NWT.

1-2 times a year	About monthly	About every 2 weeks	About weekly	About daily
1	2	3	4	5

32. Specifically, how frequently did CEIC communicate with the Ministry of Education of the GNWT through group or committee meetings between one or more people from CEIC during the past one year regarding matters of the implementation of the Institutional Training Program in the NWT?

1-2 times a year	About monthly	About every 2 weeks	About weekly	About daily
1	2	3	4	5

33. In general, what percent of all these communications with the Ministry of Education of the GNWT were initiated by people in CEIC during the past one year regarding matters of the implementation of the Institutional Training Program in the NWT?

Less than 25%	Almost 25-50%	Almost 51-74%	Almost 75-94%	Almost 100%
1	2	3	4	5

34. Overall, how much difficulty did you experience in getting ideas clearly across to individuals in the Ministry of Education of the GNWT when you (CEIC) communicated with them during the past one year regarding the implementation of the Insitutional Training Program in the NWT?

None	Little	Some	Quite a bit	Very much
1	2	3	4	5

35. When you wanted to communicate with individuals in the Ministry of Education of the GNWT regarding matters of the implementation of the Institutional Training Program, how much difficulty had you had getting in touch with them during the past one year?

None	Little	Some	Quite a bit	Very much
1	2	3	4	5

36. During the past one year, what percent of your total working hours did you spend on matters directly related to the cooperative endeavor between CEIC and the Ministry of Education of GNWT for the implementation of the Institutional Training Program? (Please indicate percent.)

__________ %.

37. During the past one year, what percent of all work done by CEIC related to the implementation of the Institutional Training Program was initiated by the Ministry of Education of the GNWT? (Please indicate percent.)

__________%

38. During the past one year, what percent of all the work done by the Ministry of Education of the GNWT related to the implementation of the Institutional Training Program was initiated by CEIC in the NWT? (Please indicate percent.)

__________ %.

39. During the past one year, what percent of all manpower training assistance and services received by the Ministry of Education of the GNWT for the implementation of the Institutional training Program came from CEIC? (Please indicate percent.)

__________ %.

40. During the past one year, what percent of the Institutional Training Program budget (in terms of money, personnel, supplies, equipment) was given to the Ministry of Education by CEIC? (Please indicate percent.)

__________ %.

41. Of all the resources allocated by CEIC for the a nationwide implementation of manpower training under the Institutional Training Program, what percent was given to the Ministry of Education for the implementation of Institutional Training Program in the NWT during the past one year? (Please indicate percent.)

__________ %.

42. During the past one year, how similar were these resources, or services each time they were given to the Ministry of Education of the GNWT for the implementation of the Institutional Training Program?

Almost all the same each time	Mostly the same each time	About half the same each time	Mostly different each time	Almost all different each time
1	2	3	4	5

43. To what extent did the Institutional Training Program implementation staff at CEIC in the NWT encounter interruptions or delays to the normal flows of work, resources, or services from the Ministry of Education of the GNWT during the past one year?

To no extent	Little extent	Some extent	Much extent	Very Great extent
1	2	3	4	5

44. During the past one year, how often did exceptions or problems arise in giving or transferring resources or services to the Ministry of Education of the GNWT for the implementation of the Institutional Training Program in the NWT?

Not once	1 or 2 times	About monthly	About weekly	About daily
1	2	3	4	5

45. To coordinate activities with the Ministry of Education of the GNWT during the past one year regarding matters of the implementation of the Institutional Training Program, to what extent have standard operating procedures been established (e.g., rules, policies, guidelines, forms, etc.)?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

46. To coordinate activities with the Ministry of Education of the GNWT regarding matters of the implementation of the Institutional Training Program to what extent were formal communication channels followed during the past one year?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

47. During the past one year, how frequent were there disagreements or disputes between people in CEIC and the Ministry of Education of the GNWT on matters concerning the implementation of the Institutional Training Program in the NWT?

Not once	About once a year	About once in 6 months	About once a month	About once a week
1	2	3	4	5

48. When disagreements on matters of the implementation of the Intitutional Training Program occurred, how often were they handled during the past one year by ignoring or avoiding the issues?

Almost never	Seldom	About half the time	Often	Almost always
1	2	3	4	5

49. When disagreements on matters of the implementation of the Institutional Training Program occurred, how often were they handled during the past one year by smoothing over the issues?

Almost never	Seldom	About half the time	Often	Almost always
1	2	3	4	5

50. When disagreements on matters of the implementation of the Institutional Training Program occurred, how often were they handled during the past one year by bringing the issues out in the open and working them out among the parties involved?

Almost never	Seldom	About half the time	Often	Almost always
1	2	3	4	5

51. When disagreements on matters of the implementation of the Institutional Training Program occurred, how often were they handled during the past one year by having higher level manager or authority resolve the issues between the parties involved?

Almost never	Seldom	About half the time	Often	Almost always
1	2	3	4	5

52. How well are any differences worked out at this present time between CEIC and the Ministry of Education of the GNWT in matters of the implementation of the Institutional Training Program in the NWT?

Very poorly	Poorly	Adequately	Quite well	Very well
1	2	3	4	5

53. To what extent has CEIC carried out its commitments and responsibilities for the implementation of the Institutional Training Program in the NWT during the past one year?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

54. To what extent has the Ministry of Education of the GNWT carried out its responsibilities and commitments for the implementation of the Institutional Training Program during the past one year?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

55. To what extent do you feel the relationship between CEIC and the Ministry of Education of the GNWT regarding matters of the implementation of the Institutional Training Program is productive?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

56. To what extent is the time and effort spent in developing and maintaining the relationship with the Ministry of Education of the GNWT worthwhile for the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

57. Overall, to what extent were you satisfied with the relationship between CEIC and the Ministry of Education of the GNWT during the past one year regarding matters of the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

58. During the past one year, to what extent has CEIC changed or influenced the services or operations of the Ministry of Education of the GNWT regarding matters of the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

59. During the past one year, to what extent has the Ministry of Education of the GNWT changed or influenced the services or operations of CEIC regarding matters of the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

A Self-Appraisal of Your Agency's External Relations with the Ministry of Education of the GNWT

You are now asked to make a self-assessment of the relationship your Agency or CEIC maintains with the Ministry of Education of the GNWT regarding matters of the implementation of the Institutional Training Program in the NWT. Hopefully, the questions you have answered so far have stimulated you to make such a self-assessment.

1. What were the major successes you have achieved by relating or coordinating with the Ministry of Education of the GNWT during the past one year regarding matters of the implementation of the Institutional Training Program in the NWT?

2. What were the major problems you have encountered in relating or coordinating with the Ministry of Education of the GNWT during the past one year regarding matters of the implementation of the Institutional Training Program in the NWT?

3. Can you suggest some specific ways for overcoming the problems you have mentioned in 2 above.

Thank you very much for your cooperation.

APPENDIX C 2

Ministry of Education
Government of the Northwest Territories
Institutional Training Program Implementation
Staff Questionnaire
(AED-1)

A Note to the Respondent

November 18, 1986

Dear Respondent,

The Ministry of Education of the Government of Northwest Territories as an organization does not exist in isolation. For a variety of reasons, it maintains relatioships with other organizations. Among other organizations, the Ministry of Education maintains a cooperative relationship with Canada Employment and Immigration Commission (CEIC) in order to accomplish its goals and responsibilities for manpower training in the Northwest Territories.

This questionnaire focusses on how the Ministry of Education interacts with CEIC in the NWT in the performance of the **Institutional Training Program** implementation activities. Each question asks you about some aspect of the relationship between CEIC and the Ministry of Education.

When answering these questions, you will be able to stand back and evaluate for yourself how CEIC interacts with the Ministry of Education in the Institutional Training Program implementation activities.

For this study to be useful, it is important that you answer ALL the questions frankly. There are no hidden meanings behind any of the questions, and there are no right or wrong answers. Your answers depend on your own personal knowledge and perception of the cooperative interactions between the Ministry of Education and CEIC in the NWT.

It is important to realize that your answers will be helpful in:

1. understanding how Territorial or local government organizations interact with central or federal government organizations in cooperative development program implementation endeavors in Canada, and

2. identifying where and how interorganizational relationships between Federal Government development agencies and assistance recipient local government organizations can be improved.

Your answers will be strictly confidential, and will be used only for statistical purposes after they are grouped with the answers of other persons.

Confidentiality is such that your answers will not be made available to anyone other than the researcher. Neither will you be identified personally in any way through your response.

When you have finished answering ALL the items, please seal the completed questionnaire in the stamped envelope provided, and return it to me as soon as possible.

Thank you very much for your cooperation.

Sincerely,

Mengesha Gessesse

Introductory Questions

The following questions are very important for properly coding and analyzing the data. Please answer the questions. As pointed out earlier, the confidentiality of your responses will be maintained.

When you have completed the questionnaire, seal it in the accompanying envelope and please return it as soon as possible.

---

1. Sex: Male ——— Female ———

2. Date of birth: Month——— Year ———

3. Please indicate the highest educational level you have attained (e. g., professional training you have taken and ceritificates, diplomas and degrees you have been awarded).

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

4. Name of the DEPARTMENT or DIVISION in which you now work.

____

5. Name of the SECTION or UNIT in which you now work.

____

6. What is your present POSITION or JOB TITLE?

____

7. How long (YEARS and MONTHS) have you been in your present JOB/POSITION?

____

8. Before you came to your present post/position, did you have work experience with other development agencies of the Territorial government where you worked with assistance donor or recipient local government organization?

Yes ——— No ———

If "Yes," how many years? ——— Years

9. What were your JOB TITLES and SPECIFIC WORK in the development agencies of the Federal or Territorial government where you had worked before?

a. ______________________________

____

____

b. ______________________________

____

____

c. ______________________________

____

____

d. ______________________________

____

____

Thank you very much for your cooperation.

General Instructions

For each question there is a five-point answer scale with brief descriptions of what the numbers on the scale represent. You are to choose one number that most accurately reflects your answer for each question.

Example:

- During the past one year, how often has the Ministry of Education in contact with CEIC in the NWT about matters related to the implementation of the **Institutional Training Program?**

You will select your answer from a scale such as the following:

Never	Monthly	Weekly	Daily	Hourly
1	2	3	4	5

If your answer is "WEEKLY", then, circle number 3 as follows:

Never	Monthly	Weekly	Daily	Hourly
1	2	[✓ 3]	4	5

Thank you very much for your cooperation.

QUESTIONNAIRE

Please answer the following questions focussing on the cooperation of the Ministry of Education with CEIC regarding the implementation of the Institutional Training Program .

Now, after each question circle only one number in the space below that most accurately reflects your answer.

1. In the space provided below, state as clearly as possible the reasons why the Ministry of Education had to coordinate with CEIC during the past one year.

____

____

____

____

____

2. How important was the CEIC for the implementation of the Institutional Training Program in the NWT during the past one year?

1= Not very important
2= Somewhat important
3= Quite important
4= Very important
5= Absolutely important

3. During the past one year, how much was the Ministry of education involved with the CEIC to receive resources (money, expertise, equipment)?

Not at all	A little	Some-what	Quite a bit	Very much
1	2	3	4	5

4. During the past one year, how much was the Ministry of Education involved with the CEIC in receiving technical assistance for the implementation of the Institutional Training Program (consultation or staff services in functional areas)?

Not at all	A little	Some-what	Quite a bit	Very much
1	2	3	4	5

5. During the past one year, how much was the Ministry of Education involved with the CEIC in receiving information for purposes of coordination, control, planning, or evaluation of the implementation of the Institutional Training Program?

Not at all	A little	Some-what	Quite a bit	Very much
1	2	3	4	5

6. During the past one year, how much was the Ministry of Education involved with CEIC in sending information for purposes of coordination, control, planning, or evaluation of the implementation of the Institutional Training Program?

Not at all	A little	Some-what	Quite a bit	Very much
1	2	3	4	5

7. To what extent have the terms of the relationship or agreement on the implementation of the Institutional Training Program between your Ministry and CEIC been explicitly VERBALIZED or DISCUSSED?

To no extent	Little extent	Some extent	Consi-derable extent	Great extent
1	2	3	4	5

8. Prior to the past one year, to what extent had the Ministry of Education had an effective working relationship with CEIC?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

9. For the Ministry of Education to accomplish its mandate and attain its goals, how much does it need the resources or support of CEIC?

Not at all	Very little	Some	Quite a bit	Very much
1	2	3	4	5

10. For CEIC to accomplish its goals and responsibilities regarding the implementation of the Institutional Training Program, how much does it need the services, resources, or support of the Ministry of Education?

Not at all	Very little	Some	Quite a bit	Very much
1	2	3	4	5

11. In relation to the Institutional Training Program, how well informed are you about the specific manpower development goals and services of CEIC?

Not at all	Little informed	Somewhat informed	Quite informed	Very well informed
1	2	3	4	5

12. How much say or influence does CEIC have on the internal operations of the Ministry of Education in the implementation of the Insttutional Training Program in the NWT?

None	Little	Some	Quite a bit	Very much
1	2	3	4	5

13. How much say or influence does the Ministry of Education have on the internal operations of CEIC in the implementation of the Institutional Training Program in the NWT?

None	Little	Some	Quite a bit	Very much
1	2	3	4	5

14. How long have you personally known the person(s) at CEIC with whom you coordinate your work for the implementation of the Institutional Training Program in the NWT?

One year	Two years	Three years	Four years	Five Years or more
1	2	3	4	5

15. How well are you personally acquainted with the person(s) at CEIC in the NWT?

No personal acquaintance	Not very well	Somewhat well	Quite well	Very well
1	2	3	4	5

16. How much do you and this/these person(s) agree or disagree on the implementation priorities of the Ministry of Education regarding the Institutional Training Program in the NWT?

Disagree much	Agree a little	Agree somewhat	Agree quite a bit	Agree very much
1	2	3	4	5

17. How much do you and this/these person(s) agree or disagree on the specific ways work is done by CEIC for the implementation of the Institutional Training Program in the NWT?

Disagree much	Agree a little	Agree somewhat	Agree quite a bit	Agree very much
1	2	3	4	5

18. How much do you and this/these person(s) agree or disagree on the specific ways work is done by the Ministry of Education for the implementation of the Institutional Training Program in the NWT?

Disagree much	Agree a little	Agree somewhat	Agree quite a bit	Agree very much
1	2	3	4	5

19. How much do you and this/these person(s) agree or disagree on the specific terms of the relationship between CEIC and the Ministry of Education regarding the implementation of the Institutional Training Program in the NWT?

Disagree much	Agree a little	Agree somewhat	Agree quite a bit	Agree very much
1	2	3	4	5

20. To what extent does CEIC do the same kind of work as the Ministry of Education in the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

21. To what extent does the Ministry of Education do the same kind of work as CEIC in the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

22. To what extent does the Ministry of Education have operating goals similar to the goals of CEIC in the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

23. To what extent does the Ministry of Education have employees with professional or trade skills as those required of personnel working in CEIC for the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

24. To what extent does the Ministry of Education use the same technology, equipment, or information sources as CEIC in doing its work for the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

25. During the past one year, to what extent did individuals at CEIC in the NWT hinder the Ministry of Education of the GNWT from performing its functions for the implementation of the Institutional Training Program?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

26. During the past one year to what extent did individuals in the Ministry of Education hinder CEIC in the NWT from performing its functions to fulfill its responsibilities and commitments for the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

27. Consider now the relationship the Ministry of Education maintains with CEIC. Do you feel that there are "payoffs" to CEIC in relating with the Ministry of Education in the implementation of the Institutional Training Program in the NWT?

Very little	Little	Some	Quite a bit	Very much
1	2	3	4	5

28. During the past one year, how frequently had people in the Ministry of Education communicated or had been in contact with people at CEIC in tne NWT on matters of the Institutional Training Program implementation in the NWT?

1-2 times a year	About monthly	About every 2 weeks	About weekly	About daily
1	2	3	4	5

29. Specifically, how frequently did the Ministry of Education communicate with the CEIC through written letters, memos, or reports of any kind during the past one year regarding the implementation of the Institutional Training Program in the NWT?

1-2 times a year	About monthly	About every 2 weeks	About weekly	About daily
1	2	3	4	5

30. Specifically, how frequently did the Ministry of Education communicate with CEIC in the NWT through personal face-to-face discussions during the past one year regarding the implementation of the Institutional Training Program in the NWT?

1-2 times a year	About monthly	About every 2 weeks	About weekly	About daily
1	2	3	4	5

31. Specifically, how frequently did the Ministry of Education communicate with CEIC in the NWT through telephone calls during the past one year regarding matters of the implementation of the Institutional Training Program in the NWT.

1-2 times a year	About monthly	About every 2 weeks	About weekly	About daily
1	2	3	4	5

32. Specifically, how frequently did the Ministry of education communicate with CEIC in the NWT through group or committee meetings between one or more people from CEIC during the past one year regarding matters of the implementation of the Institutional Training Program in the NWT?

1-2 times a year	About monthly	About every 2 weeks	About weekly	About daily
1	2	3	4	5

33. In general, what percent of all these communications with the CEIC were initiated by people in the Ministry of education during the past one year regarding the implementation of the Institutional Training Program in the NWT?

Less than 25%	Almost 25-50%	Almost 51-74%	Almost 75-94%	Almost 100%
1	2	3	4	5

34. Overall, how much difficulty did you experience in getting ideas clearly across to individuals at CEIC in the NWT when you communicated with them during the past one year regarding the implementation of the Insitutional Training Program in the NWT?

None	Little	Some	Quite a bit	Very much
1	2	3	4	5

35. When you wanted to communicate with individuals at CEIC in the NWT regarding matters of the implementation of the Institutional Training Program, how much difficulty had you had getting in touch with them during the past one year?

None	Little	Some	Quite a bit	Very much
1	2	3	4	5

36. During the past one year, what percent of your total working hours did you spend on matters directly related to the cooperative endeavor between your Ministry and CEIC in the NWT for the implementation of the Institutional Training Program? (Please indicate percent.)

__________ %.

37. During the past one year, what percent of all work done by CEIC related to the implementation of the Institutional Training Program was initiated by the Ministry of Education? (Please indicate percent.)

__________%

38. During the past one year, what percent of all the work done by the Ministry of Education related to the implementation of the Institutional Training Program was initiated by CEIC? (Please indicate percent.)

__________ %.

39. During the past one year, what percent of all manpower training assistance and services received by the Ministry of Education of the GNWT for the implementation of the Institutional training Program came from CEIC? (Please indicate percent.)

__________ %.

40. During the past one year, what percent of the Institutional Training Program budget (e.g., in terms of money, personnel, supplies, equipment) was given to your Ministry by CEIC? (Please indicate percent.)

__________ %.

41. Of all the resources allocated by CEIC for the a nationwide implementation of manpower training under the Institutional Training Program, what percent was given to the Ministry of Education of the GNWT for the implementation of Institutional Training Program in the NWT during the past one year? (Please indicate percent.)

__________ %.

42. During the past one year, how similar were these resources, or services each time they were received by the Ministry of Education for the implementation of the Institutional Training Program?

Almost all the same each time	Mostly the same each time	About half the same each time	Mostly different each time	Almost all different each time
1	2	3	4	5

43. To what extent did the Institutional Training Program implementation staff in your Ministry encounter interruptions or delays to the normal flows of work, resources, or services from CEIC in the NWT during the past one year?

To no extent	Little extent	Some extent	Much extent	Very Great extent
1	2	3	4	5

44. During the past one year, how often did exceptions or problems arise in receiving resources or services from CEIC for the implementation of the Institutional Training Program in the NWT?

Not once	1 or 2 times	About monthly	About weekly	About daily
1	2	3	4	5

45. To coordinate activities with CEIC in the NWT during the past one year regarding matters of the implementation of the Institutional Training Program, to what extent have standard operating procedures been established (e.g., rules, policies, guidelines forms, etc.)?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

46. To coordinate activities with CEIC regarding matters of the implementation of the Institutional Training Program, to what extent were formal communication channels followed during the past one year?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

47. During the past one year, how frequent were there disagreements or disputes between people in your Ministry and people in CEIC on matters related to the implementation of the Institutional Training Program in the NWT?

Not once	About once a year	About once in 6 months	About once a month	About once a week
1	2	3	4	5

48. When disagreements on matters of the implementation of the Intitutional Training Program occurred, how often were they handled during the past one year by ignoring or avoiding the issues ?

Almost never	Seldom	About half the time	Often	Almost always
1	2	3	4	5

49. When disagreements on matters of the implementation of the Institutional Training Program occurred, how often were they handled during the past one year by smoothing over the issues ?

Almost never	Seldom	About half the time	Often	Almost always
1	2	3	4	5

50. When disagreements on matters of the implementation of the Institutional Training Program occurred, how often were they handled during the past one year by bringing the issues out in the open and working them out among the parties involved ?

Almost never	Seldom	About half the time	Often	Almost always
1	2	3	4	5

51. When disagreements on matters of the implementation of the Institutional Training Program occurred, how often were they handled during the past one year by having higher level manager or authority resolve the issues between the parties involved?

Almost never	Seldom	About half the time	Often	Almost always
1	2	3	4	5

52. How well are any differences worked out at this present time between your Ministry and CEIC in matters of the implementation of the Institutional Training Program in the NWT?

Very poorly	Poorly	Adequately	Quite well	Very well
1	2	3	4	5

53. To what extent has the Ministry of Education carried out its commitments and responsibilities for the implementation of the Institutional Training Program in the NWT during the past one year?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

54. To what extent has CEIC carried out its responsibilities and commitments for the implementation of the Institutional Training Program during the past one year?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

55. To what extent do you feel the relationships between your Ministry and CEIC concerning matters of the implementation of the Institutional Training Program is productive ?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

56. To what extent is the time and effort spent in developing and maintaining the relationship with CEIC worthwhile for the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

57. Overall, to what extent were you satisfied with the relationship between your Ministry and CEIC during the past one year regarding matters of the Institutional Training Program implementation in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

58. During the past one year, to what extent has CEIC changed or influenced the services or operations of the Ministry of Education regarding matters of the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

59. During the past one year, to what extent has the Ministry of Education changed or influenced the services or operations of CEIC regarding matters of the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

A Self-Appraisal of Your Ministry's External Relations with CEIC in the NWT

You are asked to make a self-assessment of the relationship the Ministry of Education maintains with CEIC in the NWT regarding matters of the implementation of the Institutional Training Program in the NWT. Hopefully, the questions you have answered so far have stimulated you to make such a self-assessment.

1. What were the major successes you have achieved by relating or coordinating with CEIC during the past one year regarding matters of the implementation of the Institutional Training Program in the NWT?

____

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2. What were the major problems you have encountered in relating or coordinating with CEIC during the past one year regarding matters of the implementation of the Institutional Training Program in the NWT?

____

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____

3. Can you suggest some specific ways for overcoming the problems you have mentioned in 2 above.

Thank you very much for your cooperation.

APPENDIX C 3

Ministry of Education
Government of the Northwest Territories
Institutional Training Program Implementation
Staff Questionnaire
(AED-2)

A Note to the Respondent

November 18, 1986

Dear Respondent,

The Ministry of Education of the Government of Northwest Territories as an organization does not exist in isolation. For a variety of reasons, it maintains relatioships with other organizations. Among other organizations, the Ministry of Education maintains a cooperative relationship with Canada Employment and Immigration Commission (CEIC) in order to accomplish its goals and responsibilities for manpower training in the Northwest Territories.

This questionnaire focusses on how the Ministry of Education interacts with CEIC in the NWT in the performance of the **Institutional Training Program** implementation activities. Each question asks you about some aspect of the relationship between CEIC and the Ministry of Education.

When answering these questions, you will be able to stand back and evaluate for yourself how CEIC interacts with the Ministry of Education in the Institutional Training Program implementation activities.

For this study to be useful, it is important that you answer ALL the questions frankly. There are no hidden meanings behind any of the questions, and there are no right or wrong answers. Your answers depend on your own personal knowledge and perception of the cooperative interactions between the Ministry of Education and CEIC in the NWT.

It is important to realize that your answers will be helpful in:

1. understanding how Territorial or local government organizations interact with central or federal government organizations in cooperative development program implementation endeavors in Canada, and

2. identifying where and how interorganizational relationships between Federal Government development agencies and assistance recipient local government organizations can be improved.

Your answers will be strictly confidential, and will be used only for statistical purposes after they are grouped with the answers of other persons.

Confidentiality is such that your answers will not be made available to anyone other than the researcher. Neither will you be identified personally in any way through your response.

When you have finished answering ALL the items, please seal the completed questionnaire in the stamped envelope provided, and return it to me as soon as possible.

Thank you very much for your cooperation.

Sincerely,

Mengesha Gessesse

Introductory Questions

The following questions are very important for properly coding and analyzing the data. Please answer the questions. As pointed out earlier, the confidentiality of your responses will be maintained.

When you have completed the questionnaire, seal it in the accompanying envelope and please return it as soon as possible.

---

1. Sex: Male ——— Female ———

2. Date of birth: Month——— Year ———

3. Please indicate the highest educational level you have attained (e. g., professional training you have taken and ceritificates, diplomas and degrees you have been awarded).

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

4. Name of the DEPARTMENT or DIVISION in which you now work.

   ____

5. Name of the SECTION or UNIT in which you now work.

   ____

6. What is your present POSITION or JOB TITLE?

   ____

7. How long (YEARS and MONTHS) have you been in your present JOB/POSITION?

   ____

8. Before you came to your present post/position, did you have work experience with other development agencies of the Territorial government where you worked with assistance donor or recipient local government organization?

Yes ——— No ———

If "Yes," how many years? ——— Years

9. What were your JOB TITLES and SPECIFIC WORK in the development agencies of the Federal or Territorial government where you had worked before?

a. ______________________________

____

____

b. ______________________________

____

____

c. ______________________________

____

____

d. ______________________________

____

____

Thank you very much for your cooperation.

General Instructions

For each question there is a five-point answer scale with brief descriptions of what the numbers on the scale represent. You are to choose one number that most accurately reflects your answer for each question.

Example:

- During the past one year, how often has the Ministry of Education in contact with CEIC in the NWT about matters related to the implementation of the **Institutional Training Program?**

You will select your answer from a scale such as the following:

Never	Monthly	Weekly	Daily	Hourly
1	2	3	4	5

If your answer is "WEEKLY", then, circle number 3 as follows:

Never	Monthly	Weekly	Daily	Hourly
1	2	[✓ 3]	4	5

Thank you very much for your cooperation.

QUESTIONNAIRE

Please answer the following questions focussing on the cooperation of the Ministry of Education with CEIC regarding the implementation of the Institutional Training Program .

Now, after each question circle only one number in the space below that most accurately reflects your answer.

1. In the space provided below, state as clearly as possible the reasons why the Ministry of Education had to coordinate with CEIC during the past one year.

2. How important was the CEIC for the implementation of the Institutional Training Program in the NWT during the past one year?

1= Not very important

2= Somewhat important

3= Quite important

4= Very important

5= Absolutely important

3. During the past one year, how much was the Ministry of education involved with the CEIC to receive resources (money, expertise, equipment)?

Not at all	A little	Some-what	Quite a bit	Very much
1	2	3	4	5

4. During the past one year, how much was the Ministry of Education involved with the CEIC in receiving technical assistance for the implementation of the Institutional Training Program (consultation or staff services in functional areas)?

Not at all	A little	Some-what	Quite a bit	Very much
1	2	3	4	5

5. During the past one year, how much was the Ministry of Education involved with the CEIC in receiving information for purposes of coordination, control, planning, or evaluation of the implementation of the Institutional Training Program?

Not at all	A little	Some-what	Quite a bit	Very much
1	2	3	4	5

6. During the past one year, how much was the Ministry of Education involved with CEIC in sending information for purposes of coordination, control, planning, or evaluation of the implementation of the Institutional Training Program?

Not at all	A little	Some-what	Quite a bit	Very much
1	2	3	4	5

7. To what extent have the terms of the relationship or agreement on the implementation of the Institutional Training Program between your Ministry and CEIC been explicitly VERBALIZED or DISCUSSED?

To no extent	Little extent	Some extent	Consi-derable extent	Great extent
1	2	3	4	5

8. **Prior to the past one year, to what extent had the Ministry of Education had an effective working relationship with CEIC?**

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

9. For the Ministry of Education to accomplish its mandate and attain its goals, how much does it need the resources or support of CEIC?

Not at all	Very little	Some	Quite a bit	Very much
1	2	3	4	5

10. For CEIC to accomplish its goals and responsibilities regarding the implementation of the Institutional Training Program, how much does it need the services, resources, or support of the Ministry of Education?

Not at all	Very little	Some	Quite a bit	Very much
1	2	3	4	5

11. In relation to the Institutional Training Program, how well informed are you about the specific manpower development goals and services of CEIC?

Not at all	Little informed	Somewhat informed	Quite informed	Very well informed
1	2	3	4	5

12. How much say or influence does CEIC have on the internal operations of the Ministry of Education in the implementation of the Insttutional Training Program in the NWT?

None	Little	Some	Quite a bit	Very much
1	2	3	4	5

13. How much say or influence does the Ministry of Education have on the internal operations of CEIC in the implementation of the Institutional Training Program in the NWT?

None	Little	Some	Quite a bit	Very much
1	2	3	4	5

14. How long have you personally known the person(s) at CEIC with whom you coordinate your work for the implementation of the Institutional Training Program in the NWT?

One year	Two years	Three years	Four years	Five Years or more
1	2	3	4	5

15. How well are you personally acquainted with the person(s) at CEIC in the NWT?

No personal acquaintance	Not very well	Somewhat well	Quite well	Very well
1	2	3	4	5

16. **How much do you and this/these person(s) agree or disagree on the implementation priorities of the Ministry of Education regarding the Institutional Training Program in the NWT?**

Disagree much	Agree a little	Agree somewhat	Agree quite a bit	Agree very much
1	2	3	4	5

17. How much do you and this/these person(s) agree or disagree on the specific ways work is done by CEIC for the implementation of the Institutional Training Program in the NWT?

Disagree much	Agree a little	Agree somewhat	Agree quite a bit	Agree very much
1	2	3	4	5

18. How much do you and this/these person(s) agree or disagree on the specific ways work is done by the Ministry of Education for the implementation of the Institutional Training Program in the NWT?

Disagree much	Agree a little	Agree somewhat	Agree quite a bit	Agree very much
1	2	3	4	5

19. How much do you and this/these person(s) agree or disagree on the specific terms of the relationship between CEIC and the Ministry of Education regarding the implementation of the Institutional Training Program in the NWT?

Disagree much	Agree a little	Agree somewhat	Agree quite a bit	Agree very much
1	2	3	4	5

20. To what extent does CEIC do the same kind of work as the Ministry of Education in the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

21. To what extent does the Ministry of Education do the same kind of work as CEIC in the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

22. To what extent does the Ministry of Education have operating goals similar to the goals of CEIC in the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

23. To what extent does the Ministry of Education have employees with professional or trade skills as those required of personnel working in CEIC for the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

24. To what extent does the Ministry of Education use the same technology, equipment, or information sources as CEIC in doing its work for the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

25. During the past one year, to what extent did individuals at CEIC in the NWT hinder the Ministry of Education of the GNWT from performing its functions for the implementation of the Institutional Training Program?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

26. During the past one year to what extent did individuals in the Ministry of Education hinder CEIC in the NWT from performing its functions to fulfill its responsibilities and commitments for the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

27. Consider now the relationship the Ministry of Education maintains with CEIC. Do you feel that there are "payoffs" to CEIC in relating with the Ministry of Education in the implementation of the Institutional Training Program in the NWT?

Very little	Little	Some	Quite a bit	Very much
1	2	3	4	5

28. During the past one year, how frequently had people in the Ministry of Education communicated or had been in contact with people at CEIC in the NWT on matters of the Institutional Training Program implementation in the NWT?

1-2 times a year	About monthly	About every 2 weeks	About weekly	About daily
1	2	3	4	5

29. Specifically, how frequently did the Ministry of Education communicate with the CEIC through written letters, memos, or reports of any kind during the past one year regarding the implementation of the Institutional Training Program in the NWT?

1-2 times a year	About monthly	About every 2 weeks	About weekly	About daily
1	2	3	4	5

30. Specifically, how frequently did the Ministry of Education communicate with CEIC in the NWT through personal face-to-face discussions during the past one year regarding the implementation of the Institutional Training Program in the NWT?

1-2 times a year	About monthly	About every 2 weeks	About weekly	About daily
1	2	3	4	5

31. Specifically, how frequently did the Ministry of Education communicate with CEIC in the NWT through telephone calls during the past one year regarding matters of the implementation of the Institutional Training Program in the NWT.

1-2 times a year	About monthly	About every 2 weeks	About weekly	About daily
1	2	3	4	5

32. Specifically, how frequently did the Ministry of education communicate with CEIC in the NWT through group or committee meetings between one or more people from CEIC during the past one year regarding matters of the implementation of the Institutional Training Program in the NWT?

1-2 times a year	About monthly	About every 2 weeks	About weekly	About daily
1	2	3	4	5

33. In general, what percent of all these communications with the CEIC were initiated by people in the Ministry of education during the past one year regarding the implementation of the Institutional Training Program in the NWT?

Less than 25%	Almost 25-50%	Almost 51-74%	Almost 75-94%	Almost 100%
1	2	3	4	5

34. Overall, how much difficulty did you experience in getting ideas clearly across to individuals at CEIC in the NWT when you communicated with them during the past one year regarding the implementation of the Insitutional Training Program in the NWT?

None	Little	Some	Quite a bit	Very much
1	2	3	4	5

35. When you wanted to communicate with individuals at CEIC in the NWT regarding matters of the implementation of the Institutional Training Program, how much difficulty had you had getting in touch with them during the past one year?

None	Little	Some	Quite a bit	Very much
1	2	3	4	5

36. **During the past one year, what percent of your total working hours did you spend on matters directly related to the cooperative endeavor between your Ministry and CEIC in the NWT for the implementation of the Institutional Training Program? (Please indicate percent.)**

__________ %.

37. During the past one year, what percent of all work done by CEIC related to the implementation of the Institutional Training Program was initiated by the Ministry of Education? (Please indicate percent.)

__________%

38. During the past one year, what percent of all the work done by the Ministry of Education related to the implementation of the Institutional Training Program was initiated by CEIC? (Please indicate percent.)

__________ %.

39. During the past one year, what percent of all manpower training assistance and services received by the Ministry of Education of the GNWT for the implementation of the Institutional training Program came from CEIC? (Please indicate percent.)

__________ %.

40. During the past one year, what percent of the Institutional Training Program budget (e.g., in terms of money, personnel, supplies, equipment) was given to your Ministry by CEIC? (Please indicate percent.)

__________ %.

41. Of all the resources allocated by CEIC for the a nationwide implementation of manpower training under the Institutional Training Program, what percent was given to the Ministry of Education of the GNWT for the implementation of Institutional Training Program in the NWT during the past one year? (Please indicate percent.)

__________ %.

42. **During the past one year, how similar were these resources, or services each time they were received by the Ministry of Education for the implementation of the Institutional Training Program?**

Almost all the same each time	Mostly the same each time	About half the same each time	Mostly different each time	Almost all different each time
1	2	3	4	5

43. To what extent did the Institutional Training Program implementation staff in your Ministry encounter interruptions or delays to the normal flows of work, resources, or services from CEIC in the NWT during the past one year?

To no extent	Little extent	Some extent	Much extent	Very Great extent
1	2	3	4	5

44. During the past one year, how often did exceptions or problems arise in receiving resources or services from CEIC for the implementation of the Institutional Training Program in the NWT?

Not once	1 or 2 times	About monthly	About weekly	About daily
1	2	3	4	5

45. To coordinate activities with CEIC in the NWT during the past one year regarding matters of the implementation of the Institutional Training Program, to what extent have standard operating procedures been established (e.g., rules, policies, guidelines forms, etc.)?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

46. To coordinate activities with CEIC regarding matters of the implementation of the Institutional Training Program, to what extent were formal communication channels followed during the past one year?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

47. During the past one year, how frequent were there disagreements or disputes between people in your Ministry and people in CEIC on matters related to the implementation of the Institutional Training Program in the NWT?

Not once	About once a year	About once in 6 months	About once a month	About once a week
1	2	3	4	5

48. When disagreements on matters of the implementation of the Intitutional Training Program occurred, how often were they handled during the past one year by ignoring or avoiding the issues ?

Almost never	Seldom	About half the time	Often	Almost always
1	2	3	4	5

49. When disagreements on matters of the implementation of the Institutional Training Program occurred, how often were they handled during the past one year by smoothing over the issues ?

Almost never	Seldom	About half the time	Often	Almost always
1	2	3	4	5

50. When disagreements on matters of the implementation of the Institutional Training Program occurred, how often were they handled during the past one year by bringing the issues out in the open and working them out among the parties involved ?

Almost never	Seldom	About half the time	Often	Almost always
1	2	3	4	5

51. When disagreements on matters of the implementation of the Institutional Training Program occurred, how often were they handled during the past one year by having higher level manager or authority resolve the issues between the parties involved?

Almost never	Seldom	About half the time	Often	Almost always
1	2	3	4	5

52. How well are any differences worked out at this present time between your Ministry and CEIC in matters of the implementation of the Institutional Training Program in the NWT?

Very poorly	Poorly	Adequately	Quite well	Very well
1	2	3	4	5

53. To what extent has the Ministry of Education carried out its commitments and responsibilities for the implementation of the Institutional Training Program in the NWT during the past one year?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

54. To what extent has the Ministry of Education carried out its responsibilities and commitments for the implementation of the Institutional Training Program during the past one year?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

55. To what extent do you feel the relationships between your Ministry and CEIC concerning matters of the implementation of the Institutional Training Program is productive ?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

56. To what extent is the time and effort spent in developing and maintaining the relationship with CEIC worthwhile for the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

57. Overall, to what extent were you satisfied with the relationship between your Ministry and CEIC during the past one year regarding matters of the Institutional Training Program implementation in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
[✓ 1]	2	3	4	5

58. During the past one year, to what extent has CEIC changed or influenced the services or operations of the Ministry of Education regarding matters of the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

59. During the past one year, to what extent has the Ministry of Education changed or influenced the services or operations of CEIC regarding matters of the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

A Self-Appraisal of Your Ministry's External Relations with CEIC in the NWT

You are asked to make a self-assessment of the relationship the Ministry of Education maintains with CEIC in the NWT regarding matters of the implementation of the Institutional Training Program in the NWT. Hopefully, the questions you have answered so far have stimulated you to make such a self-assessment.

1. What were the major successes you have achieved by relating or coordinating with CEIC during the past one year regarding matters of the implementation of the Institutional Training Program in the NWT?

2. What were the major problems you have encountered in relating or coordinating with CEIC during the past one year regarding matters of the implementation of the Institutional Training Program in the NWT?

3. Can you suggest some specific ways for overcoming the problems you have mentioned in 2 above.

Thank you very much for your cooperation.

APPENDIX C 4

Arctic College
Institutional Training Program Implementation
Staff Questionnaire
(AC)

A Note to the Respondent

November 18,1986

Dear Respondent,

Arctic College, as an organization does not exist in isolation. For a variety of reasons, it maintains relationships with other organizations. Among other organizations, Arctic College maintains a cooperative relationship with the Ministry of Education of the Government of the Northwest Territories (GNWT) in order to accomplish its goals and responsibilities for manpower training in the Northwest Territories.

This questionnaire focusses on how Arctic College interacts with the Ministry of Education of the GNWT in the implementation activities of the **Institutional Training Program** implementation activities. Each question asks you about some aspect of the relationship between Arctic College and the Ministry of Education.

When In answering these questions, you will be able to stand back and evaluate for yourself how Arctic College interacts with the Ministry of Education in the Institutional Training Program implementation activities.

For this study to be useful, it is important that you answer ALL the questions frankly. There are no hidden meanings behind any of the questions, and there are no right or wrong answers. Your answers depend on your own personal knowledge and perception of the cooperative interactions between the Ministry of Education and Arctic College in the NWT.

It is important to realize that your answers will be helpful in:

1. understanding how Territorial or local government organiztions interact with educational organizations in cooperative development program implementation endeavors in Canada, and

2. identifying where and how interorganizational relationships between local government development agencies and assistance recipient educational organizations can be improved.

Your answers will be strictly confidential, and will be used only for statistical purposes after they are grouped with the answers of other persons.

Confidentiality is such that your answers will not be made available to anyone other than the researcher. Neither will you be identified personally in any way through your responses.

When you have finished answering ALL the items, please seal the completed questionnaire in the self-addressed, pastage-paid envelope provided and return it to me as soon as possible.

Thank you very much for your cooperation.

Sincerely,

Mengesha Gessesse

Introductory Questions

The following questions are very important for properly coding and analyzing the data. Please answer the questions. As pointed out earlier, the confidentiality of your responses will be maintained.

When you have completed the questionnaire, seal it in the accompanying envelope and please return it as soon as possible.

---

1. Sex: Male ——— Female ———

2. Date of birth: Month——— Year ———

3. Please indicate the highest educational level you have attained (e.g., professional training you have taken and ceritificates, diplomas and degrees you have been awarded).

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

4. Name of the DEPARTMENT in which you now work.

   ____

5. Name of the SECTION or UNIT in which you now work.

   ____

6. What is your present POSITION or JOB TITLE?

   ____

7. How long (YEARS and MONTHS) have you been in your present JOB/POSITION?

   ____

8. Before you came to your present post/position, did you have work experience with other educational organizations or governmental agencies where your duties duties were working with organizations which either receive from or give assistance to other organizations?

Yes ——— No ———

If "Yes," how many years? ————Years?

9. What were your JOB TITLES and SPECIFIC WORK in the educational or other development agencies where you had worked before?

a. ______________________________

____

____

b. ______________________________

____

____

c. ______________________________

____

____

d. ______________________________

____

____

Thank you very much for your cooperation.

General Instructions

For each question there is a five-point answer scale with brief descriptions of what the numbers on the scale represent. You are to choose one number that most accurately reflects your opinion to each question.

For example, for a question such as:

- During the past one year, how often was Arctic College in contact with the Ministry of Education of the GNWT about matters related to the implementation of the **Institutional Training Program**?

You will select your answer from a scale such as the following:

Never	Monthly	Weekly	Daily	Hourly
1	2	3	4	5

If your answer is "WEEKLY", then, circle number 3 as follows:

Never	Monthly	Weekly	Daily	Hourly
1	2	[✓ 3]	4	5

Thank you very much for your cooperation.

QUESTIONNAIRE

Please answer the following questions focussing on the cooperation of Arctic College with the Ministry of Education regarding the implementation of the Institutional Training Program .

Now, after each question circle the number that most accurately reflects your opinion.

---

1. In the space provided below, state as clearly as possible the reasons why Arctic College had to coordinate with the Ministry of Education of the GNWT during the past one year.

____

____

____

____

____

2. How important was the Ministry of Education for the implementation of the Institutional Training Program in the NWT during the past one year?

1= Not very important

2= Somewhat important

3= Quite important

4= Very important

5= Absolutely important

3. During the past one year, how much was Arctic College involved with the Ministry of Education to receive resources (money, expertise, equipment)?

Not at all	A little	Some-what	Quite a bit	Very much
1	2	3	4	5

4. During the past one year, how much was Arctic College involved with the Ministry of Education in receiving technical assistance for the implementation of the Institutional Training Program (consultation or staff services in functional areas)?

Not at all	A little	Some-what	Quite a bit	Very much
1	2	3	4	5

5. During the past one year, how much was Arctic College involved with the Ministry of Education in receiving information for purposes of coordination, control, planning, or evaluation of the implementation of the Institutional Training Program?

Not at all	A little	Some-what	Quite a bit	Very much
1	2	3	4	5

6. During the past one year, how much was Arctic College involved with the Ministry of Education in sending information for purposes of coordination, control, planning, or evaluation of the implementation of the Institutional Training Program?

Not at all	A little	Some-what	Quite a bit	Very much
1	2	3	4	5

7. To what extent have the terms of the relationship or agreement on the implementation of the Institutional Training Program between the Ministry and Arctic College been explicitly VERBALIZED or DISCUSSED ?

To no extent	Little extent	Some extent	Consi-derable extent	Great extent
1	2	3	4	5

8. Prior to the past one year, to what extent had Arctic College had an effective working relationship with the Ministry of Education of the GNWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	[✓ 5]

9. For Arctic College to accomplish its mandate and attain its goals, in the implementation of the Institutional Training Program, how much does it need the resources or support of the Ministry of Education of the GNWT?

Not at all	Very little	Some	Quite a bit	Very much
1	2	3	4	5

10. For the Ministry of Education to accomplish its goals and responsibilities regarding the implementation of the Institutional Training Program, how much does it need the services, resources, or support of Arctic College ?

Not at all	Very little	Some	Quite a bit	Very much
1	2	3	4	5

11. In relation to the Institutional Training Program, how well informed are you about the specific manpower development goals and services of the Ministry of Education of the GNWT?

Not at all	Little informed	Somewhat informed	Quite informed	Very well informed
1	2	3	4	5

12. How much say or influence does the Ministry of Education have on the internal activities of Arctic College concerning the implementation of the Insttutional Training Program in the NWT?

None	Little	Some	Quite a bit	Very much
1	2	3	4	5

13. How much say or influence does Arctic College have on the internal operations of the Ministry of Education concerning the implementation of the Institutional Training Program in the NWT?

None	Little	Some	Quite a bit	Very much
1	2	3	4	5

14. How long have you personally known the person(s) at the Ministry of Education with whom you coordinate your work for the implementation of the Institutional Training Program in the NWT?

One year	Two years	Three years	Four years	Five Years or more
1	2	3	4	5

15. How well are you personally acquainted with the person(s) at the Ministry of Education?

No personal acquaintance	Not very well	Somewhat well	Quite well	Very well
1	2	3	4	5

16. How much do you and this/these person(s) agree or disagree on the priorities of Arctic College regarding the implementation of the Institutional Training Program in the NWT?

Disagree much	Agree a little	Agree somewhat	Agree quite a bit	Agree very much
1	2	3	4	5

17. How much do you and this/these person(s) agree or disagree on the specific ways work is done by the Ministry of Education for the implementation of the Institutional Training Program in the NWT?

Disagree much	Agree a little	Agree somewhat	Agree quite a bit	Agree very much
1	2	3	4	5

18. How much do you and this/these person(s) agree or disagree on the specific ways work is done by Arctic College for the implementation of the Institutional Training Program in the NWT?

Disagree much	Agree a little	Agree somewhat	Agree quite a bit	Agree very much
1	2	3	4	5

19. How much do you and this/these person(s) agree or disagree on the specific terms of the relationship between Arctic College and the Ministry of Education regarding the implementation of the Institutional Training Program in the NWT?

Disagree much	Agree a little	Agree somewhat	Agree quite a bit	Agree very much
1	2	3	4	5

20. To what extent does the Ministry of Education do the same kind of work as Arctic College in the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

21. To what extent does Arctic College does the same kind of work as the Ministry of Education in the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

22. To what extent does Arctic College have operating goals similar to the goals of the Ministry of Education in the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

23. To what extent does Arctic College have employees with professional or trade skills as those required of personnel working in the Ministry of education for the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

24. To what extent does Arctic College use the same technology, equipment, or information sources as the Ministry of education in doing its work for the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

25. During the past one year, to what extent did individuals at Arctic College hinder the Ministry of Education of the GNWT from performing its functions for the implementation of the Institutional Training Program?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

26. During the past one year to what extent did individuals in the Ministry of Education hinder Arctic College from performing its functions to fulfill its responsibilities and commitments for the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

27. Consider now the relationship Arctic College maintains with the Ministry of Education. Do you feel that there are "payoffs" to the Ministry in relating with the Arctic College in the implementation of the Institutional Training Program in the NWT?

Very little	Little	Some	Quite a bit	Very much
1	2	3	4	5

28. During the past one year, how frequently had people in Arctic College communicated or had been in contact with people in the Ministry of Education on matters concerning the Institutional Training Program implementation in the NWT?

1-2 times a year	About monthly	About every 2 weeks	About weekly	About daily
1	2	3	4	5

29. Specifically, how frequently did Arctic College communicate with the Ministry of Education through written letters, memos, or reports of any kind during the past one year regarding the implementation of the Institutional Training Program in the NWT?

1-2 times a year	About monthly	About every 2 weeks	About weekly	About daily
1	2	3	4	5

30. Specifically, how frequently did Arctic College communicate with the Ministry of Education through personal face-to-face discussions during the past one year regarding the implementation of the Institutional Training Program in the NWT?

1-2 times a year	About monthly	About every 2 weeks	About weekly	About daily
1	2	3	4	5

31. Specifically, how frequently did Arctic College communicate with the Ministry of education in the NWT through telephone calls during the past one year regarding matters of the implementation of the Institutional Training Program in the NWT.

1-2 times a year	About monthly	About every 2 weeks	About weekly	About daily
1	2	3	4	5

32. Specifically, how frequently did Arctic College communicate with the Ministry of Education in the NWT through group or committee meetings between one or more people from Arctic College during the past one year regarding matters of the implementation of the Institutional Training Program in the NWT?

1-2 times a year	About monthly	About every 2 weeks	About weekly	About daily
1	2	3	4	5

33. In general, what percent of all these communications with the Ministry of Education were initiated by people in Arctic College during the past one year regarding the implementation of the Institutional Training Program in the NWT?

Less than 25%	Almost 25-50%	Almost 51-74%	Almost 75-94%	Almost 100%
1	2	3	4	5

34. Overall, how much difficulty did you experience in getting ideas clearly across to individuals in the Ministry of Education when you (Arctic College) communicated with them during the past one year regarding the implementation of the Insitutional Training Program in the NWT?

None	Little	Some	Quite a bit	Very much
1	2	3	4	5

35. When you wanted to communicate with individuals in the Ministry of Education regarding matters of the implementation of the Institutional Training Program, how much difficulty had you had getting in touch with them during the past one year?

None	Little	Some	Quite a bit	Very much
1	2	3	4	5

36. During the past one year, what percent of your total working hours did you spend on matters directly related to the cooperative endeavor between Arctic College and the Ministry of Education for the implementation of the Institutional Training Program? (Please indicate percent.)

____________ %.

37. During the past one year, what percent of all work done by the Ministry of Education related to the implementation of the Institutional Training Program was initiated by Arctic College? (Please indicate percent.)

____________%

38. During the past one year, what percent of all the work done by Arctic College for the implementation of the Institutional Training Program was initiated by the Ministry of Education? (Please indicate percent.)

____________ %.

39. During the past one year, what percent of all manpower training assistance and services received by Arctic College for the implementation of the Institutional Training Program came from or through the Ministry of Education? (Please indicate percent.)

____________ %.

40. During the past one year, what percent of the Institutional Training Program implementation budget (e.g., money, personnel, supplies, equipment) was given to Arctic College by the Ministry of Education? (Please indicate percent.)

____________ %.

41. Of all the resources allocated by the Ministry of Education for manpower training in the NWT, what percent was given to Arctic College for the implementation of the Institutional Training Program during the past one year? (Please indicate percent.)

____________ %.

42. During the past one year, how similar were these resources, or services each time they were given by the Ministry of Education for the implementation of the Institutional Training Program at Arctic College?

Almost all the same each time	Mostly the same each time	About half the same each time	Mostly different each time	Almost all different each time
1	2	3	4	5

43. To what extent did the Institutional Training Program implementation staff at Arctic College encounter interruptions or delays to the normal flows of work, resources, or services from the Ministry of Education during the past one year?

To no extent	Little extent	Some extent	Much extent	Very Great extent
1	2	3	4	5

44. During the past one year, how often did exceptions or problems arise in receiving resources or services from the Ministry of Education for the implementation of the Institutional Training Program in the NWT?

Not once	1 or 2 times	About monthly	About weekly	About daily
1	2	3	4	5

45. To coordinate activities with the Ministry of Education during the past one year regarding matters of the implementation of the Institutional Training Program, to what extent have standard operating procedures been established (e.g., rules, policies, guidelines, forms, etc.)?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

46. To coordinate activities with the Ministry of Education regarding matters of the implementation of the Institutional Training Program, to what extent were formal communication channels followed during the past one year?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

47. During the past one year, how often were there disagreements or disputes between people in Arctic College and people in the Ministry of Education on matters related to the implementation of the Institutional Training Program in the NWT?

Not once	About once a year	About once in 6 months	About once a month	About once a week
1	2	3	4	5

48. When disagreements on matters of the implementation of the Intitutional Training Program occurred, how often were they handled during the past one year by ignoring or avoiding the issues ?

Almost never	Seldom	About half the time	Often	Almost always
1	2	3	4	5

49. When disagreements on matters of the implementation of the Institutional Training Program occurred, how often were they handled during the past one year by smoothing over the issues ?

Almost never	Seldom	About half the time	Often	Almost always
1	2	3	4	5

50. When disagreements on matters of the implementation of the Institutional Training Program occurred, how often were they handled during the past one year by bringing the issues out in the open and working them out among the parties involved ?

	Almost never	Seldom	About half the time	Often	Almost always
—	1	2	3	4	5

51. When disagreements on matters of the implementation of the Institutional Training Program occurred, how often were they handled during the past one year by having higher level manager or authority resolve the issues between the parties involved?

Almost never	Seldom	About half the time	Often	Almost always
1	2	3	4	5

52. How well are any differences worked out at this present time between Arctic College and the Ministry of Education in matters of the implementation of the Institutional Training Program in the NWT?

Very poorly	Poorly	Adequately	Quite well	Very well
1	2	3	4	5

53. To what extent has the Ministry of Education carried out its commitments and responsibilities for the implementation of the Institutional Training Program in the NWT during the past one year?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

54. To what extent has Arctic College carried out its responsibilities and commitments for the implementation of the Institutional Training Program in the NWT during the past one year?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

55. To what extent do you feel the relationships between Arctic College and the Ministry of Education concerning matters of the implementation of the Institutional Training Program is productive ?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

56. To what extent is the time and effort spent in developing and maintaining the relationship with the Ministry of Education worthwhile for the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

57. Overall, to what extent were you satisfied with the relationship between Arctic College and the Ministry of Education during the past one year regarding matters of the Institutional Training Program implementation in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

58. During the past one year, to what extent has the Ministry of Education changed or influenced the services or operations of the Ministry of Education regarding matters of the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

59. During the past one year, to what extent has Arctic College changed or influenced the services or operations of the Ministry of Education regarding matters of the implementation of the Institutional Training Program in the NWT?

To no extent	Little extent	Some extent	Considerable extent	Great extent
1	2	3	4	5

A Self-Appraisal of Arctic College External Relations with the Ministry of Education of the GNWT

You are now asked to make a self-assessment of the relationship Arctic College maintains with the Ministry of Education regarding matters of the implementation of the Institutional Training Program in the NWT. Hopefully, the questions you have answered so far have stimulated you to make such a self-assessment.

1. What were the major successes you have achieved by relating or coordinating with the Ministry of Education during the past one year regarding matters of the implementation of the Institutional Training Program in the NWT?

2. What were the major problems you have encountered in relating or coordinating with the Ministry of Education during the past one year regarding matters of the implementation of the Institutional Training Program in the NWT?

____

____

____

3. Can you suggest some specific ways for overcoming the problems you have mentioned in 2 above.

____

____

____

____

____

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____

____

____

____

Thank you very much for your cooperation.

APPENDIX D 1

Arctic College
Institutional Training Program
Teacher Questionnaire

A Note to the Respondent

November 18, 1986

Dear Arctic College Teacher,

This questionnaire is designed to provide you with the opportunity to express your opinion about certain aspects of the Institutional Training Program implementation at Arctic College. As a teacher, you are an important factor in the activities of this program. The answer you give to each question depends upon your knowledege and perception of the situation that the questions address. Since there are no right or wrong answers, you are asked to answer the questions frankly.

I would like to assure you that your responses will be strictly confidential, and will not be used for any purpose other than this research. Your responses will be combined with others for statistical calculations, and you will not be identified in any way with the results. Please note that you are not asked to write your name anywhere on this questionnaire.

This is, therefore, a request to you to take a few miniutes to complete the attached questionnaire. When you have finished answering all the items, please seal it in the self-addressed, postage paid envelope provided and return it to me as soon as possible.

Thank you very much for your cooperation.

Sincerely

Mengesha Gessesse

INTRODUCTORY QUESTIONS

The following questions are important for entering and analyzing the data. Please answer ALL the questions. The confidentiality of your responses will be maintained.

---

1. Sex Female ________ Male ________

2. Date of Birth Year ________ Month________

3. Please indicate the highest educational level you have attained.

____

4. How many years of teaching experience do you have?

—— Year.

5. What is the name of the Department in which you now teach?

____

6. How long have you taught in this Department, including the present year?

—— years.

7. What subject(s) do you teach students who enroll in the Institutional Training Program at Arctic College?

____

____

Please turn to the next page.

8. How long have you taught this/these subject(s)? ________ years.

9. What teaching credentials do you have?

____

____

10. Have you worked in other professions before you became a teacher?

Yes __________ No __________

11. Are you teaching the subjects in which you have most academic qualification?

Yes __________ No __________

12. Are you taeching subjects in which you have most practical experience?

Yes __________ No __________

Thank you very much for your cooperation.

Please turn to the next page.

Arctic College
Institutional Training Program
Teacher
QUESTIONNAIRE

Please answer the following questions focussing on the implementation of the Institutional Training Program at Arctic College. Circle only one number that most accurately reflects your opinion.

	Answer Scale				
	To No Extent 1	Little Extent 2	Some Extent 3	Considerable Extent 4	Great Extent 5
PART I					
1. To what extent is the institutional training at Arctic College matched with job opprtunities in the labor market?	1	2	3	4	5
2. To what extent does the Institutional Training Program at Arctic College try to respond to changes in technological advancement?	1	2	3	4	5
3. To what extent do you have choice in designing courses for the implementation Institutional Training Program at Arctic College?	1	2	3	4	5
PART II					
4. To what extent do you think that there should be more emphasis on theory than practice in the Institutional Training Program course offering at Arctic College?	1	2	3	4	5
5. To what extent do you think that there should be more emphasis on practical instruction than on theoretical training in the Institutional Training?	1	2	3	4	5

Please turn to the next page.

	Answer Scale				
	To No Extent 1	Little Extent 2	Some Extent 3	Considerable Extent 4	Great Extent 5
6. To what extent do you think that practical instruction and theoretical training in the Institutional Training Program at Arctic College are well balanced?	1	2	3	4	5
7. To what extent do you think that sufficient time is allocated under the Institutional Training Program to train students in various skills at Arctic College to prepare them for careers?	1	2	3	4	5
PART III					
8. To what extent do you think you should have the opportunity to select the courses which you teach for the Institutional Training Program at Arctic College?	1	2	3	4	5
9. To what extent do you feel you are contributing to skill development by teaching at Arctic College for the implementation of the Institutional Training Program?	1	2	3	4	5
10. To what extent are you satisfied with teaching for the Institutional Training Program implementation at Arctic College?	1	2	3	4	5

Please turn to the next page.

	Answer Scale				
	To No Extent 1	Little Extent 2	Some Extent 3	Considerable Extent 4	Great Extent 5
PART IV					
11. To what extent do you feel that the Institutional Training Program implementation is effective?	1	2	3	4	5
12. To what extent do you think that the chances of employment increase for graduates who complete the Institutional Training Program courses at Arctic College?	1	2	3	4	5
PART V					
13. To what extent are employers consulted on the content of the courses for the Institutional Training Program at Arctic College?	1	2	3	4	5
14. To what extent are you as a teacher involved in decision-making concerning the implementation of the Institutional Training Program at Arctic College?	1	2	3	4	5
15. To what extent do you feel you have authority to set your own priorities for the implementation of the Institutional Training Program at Arctic College?	1	2	3	4	5

please turn to the next page.

	Answer Scale				
	To No Extent 1	Little Extent 2	Some Extent 3	Considerable Extent 4	Great Extent 5
16. To what extent do the Advanced Education Department of the Ministry of Education, CEIC, and Arctic College decide on program implementation by agreement among themselves?	1	2	3	4	5
17. To what extent do you follow the Institutional Training Program implementation priorities of the Advanced Education Department of the Ministry of Education?	1	2	3	4	5
18. If you were asked to give a grade for the overall success of the implementation of the Instiotutional Training Program at Arctic College, what percent would you give it? (Please indicate percent.)					______ %

19. If there are comments you would like to make about the Institutional Training Program implementation at Arctic College, please write in the space provided below.

____

____

____

____

____

Thank you very much for your cooperation.

APPENDIX D 2

Arctic College
Institutional Training Program
Student Questionnaire

A Note to the Respondent

November 18, 1986

Dear Arctic College Student,

As a student sponsored by Canada Employment and Immigration Commission (CEIC) to attend courses for skill training for a trade under the Institutional Training Program at Arctic College, you are considered to be a very valuable source of information for assessing the performance of the training activity at this post-secondary institution. This questionnaire is designed therefore, to provide you with the opportunity to express your views of the training program in which you, as a student, are the most important factor.

This is, therefore, a request to you to take a few minutes to complete the attached questionnaire.

In this questionnaire, the answer you give to each question depends on your personal understanding of what is being asked. Since there are no right or wrong answers, you are asked to answer the questions frankly.

I assure you that your responses will be strictly confidential. You will not be identified with any of your responses in any way because your answers will be combined with others for statistical calculations. Please note that you are not asked to record your name on any part of this questionnaire.

When you have finished answering ALL of the items, please seal the completed questionnaire in the self-addressed, postage paid envelope provided and return it to me as soon as possible.

Thank you very much for your cooperation.

Sincerely

Mengesha Gessesse

INTRODUCTORY QUESTIONS

The following questions are important for entering and analyzing the data. Please answer ALL the questions. The confidentiality of your responses will be maintained.

---

1. Sex Female ________ Male ________

2. Date of Birth Year __________ Month__________

3. Indicate the highest grade level you have completed before you enrolled to participate as a student in the Institutional Training Program at Arctic College.

   ____

4. Were you employed before you joined Arctic College for skill training under the Institutional Training Program?

   Yes________ No ______

5. If your answer for 4 above is "yes," how many years did you work?

   ________ years.

6. Briefly, what were the tasks of your job?

   ____

   ____

7. Briefly, what skills did the tasks of your job require?

   ____

   ____

Please turn to the next page.

Arctic College
Institutional Training Program
Student
QUESTIONNAIRE

Please answer the following questions focussing on the implementation of the Institutional Training Program at Arctic College. Circle only one number that most accurately reflects your answer.

	Answer Scale				
	To No Extent 1	Little Extent 2	Some Extent 3	Considerable Extent 4	Great Extent 5
PART I					
1. To what extent do you think that theoretical training should be emphasized more than practical instruction in the Institutional Training Program at Arctic College?	1	2	3	4	5
2. To what extent do you think that practical instruction should be emphasized more than theoretical training in the Institutional Training Program at Arctic College?	1	2	3	4	5
3. To what extent do you think that practical instruction and theoretical training are well balanced in the training program at Arctic College to meet the needs of trainees?	1	2	3	4	5
PART II					
4. To what extent do you value the guidance and counseling you received in selecting your program for skill training at Arctic College?	1	2	3	4	5

Please turn to the next page.

	Answer Scale				
	To No Extent 1	Little Extent 2	Some Extent 3	Considerable Extent 4	Great Extent 5
5. To what extent are you satisfied with the practical instruction in the Institutional Training Program activities at Arctic College?	1	2	3	4	5
6. To what extent are you satisfied with the theoretical training in the Institutional Training Program at Arctic College?	1	2	3	4	5
PART III					
7. To what extent do you think that students should be included in decisions on the content and duration of courses for the Institutional Training Program at Arctic College?	1	2	3	4	5
8. To what extent have you been given a chance to choose the skill training which you are now taking at Arctic College?	1	2	3	4	5
PART IV					
9. To what extent do you think that the skill training you are taking now at Arctic College is worthwhile?	1	2	3	4	5

Please turn to the next page.

	Answer Scale				
	To No Extent 1	Little Extent 2	Some Extent 3	Considerable Extent 4	Great Extent 5
10. To what extent are you satisfied as a whole with the training program at Arctic College?	1	2	3	4	5
11. To what extent do you think that the chances of employment increase for graduates of the Institutional Training Program at Arctic College?	1	2	3	4	5

PART V

12. If you were asked to give a grade for the overall success of the implementation of the Institutional Training Program at Arctic College, what percent would you give it? (Please indicate percent.) ______ %

13. If there are comments you would like to make about the Institutional Training Program implementation at Arctic College, please write your comments in the space provided below.

____

____

____

Thank you very much for your cooperation.

APPENDIX D 3

Arctic College
Institutional Training Program
Graduate Questionnaire

A Note to the Respondent

November 18, 1986

Dear Arctic College Graduate,

As a graduate of the Institutional Training Program at Arctic College, you are a very valuable source of information for determining policy decisions on improvements in the training program at this institution. Your suggestions, therefore, are very important. They help tp improve and to meet the skill requirements of students, employers and the community at large.

Would you, therefore, please help this endeavor by taking a few minutes to complete the enclosed questionnaire? When you have finished answering ALL the items, please seal it in the self-addressed, postage paid envelope provided and return it to me as soon as possible.

I would like to assure you that confidentiality will be strictly observed. Your responses will be combined with others for statistical calculations only. In this way anonymity is assured.

I appreciate very much your cooperation in this important matter.

Sincerely,

Mengesha Gessesse

INTRODUCTORY QUESTIONS

The following questions are important for entering and analyzing the data. Please answer ALL the questions. The confidentiality of your responses will be maintained.

---

1. Sex Male ________ Female ________

2. Date of Birth Month __________ Year__________

3. Indicate the highest grade level you had completed before you enrolled in the Institutional Training Program at Arctic College.

____

4. Indicate any work experience you have had before you joined Arctic College under the Institutional Training Program for skill training.

____

5. Briefly, what tasks did you perform in these jobs?

____

6. Was the skill training you took at Arctic College similar to what you were doing in the jobs you mentioned in 4 and 5 above?

Yes____

No ________

7. What is your present job title?

____

Please turn to the next page.

8. Briefly, what skills are you using in the performance of the tasks of your present job?

Thank you very much for your cooperation.

Please turn to the next page.

Arctic College
Institutional Training Program
Graduate
QUESTIONNAIRE

Please answer the following questions focussing on the implementation of the Institutional Training Program at Arctic College. Circle only one number that most accurately reflects your opinion.

	Answer Scale				
	To No Extent 1	Little Extent 2	Some Extent 3	Considerable Extent 4	Great Extent 5
PART I					
1. To what extent is institutional training at Arctic College matched with job opprtunities in the labor market?	1	2	3	4	5
2. To what extent do you think that there should be more emphasis on practical instruction than theoretical training at Arctic College?	1	2	3	4	5
3. To what extent do you think that there should be more emphasis on theoretical training than practical instruction at Arctic College?	1	2	3	4	5
4. To what extent do you think that theoretical training and practical instruction are well balanced in the training program at arctic College to meet the needs of the trainees?	1	2	3	4	5

Please turn to the next page.

Answer Scale

PART II

	To No Extent 1	Little Extent 2	Some Extent 3	Considerable Extent 4	Great Extent 5
5. To what extent does the curriculum of the Institutional Training Program at Arctic College reflect the needs of the job market?	1	2	3	4	5
6. To what extent is the Institutional Training Program curriculum at Arctic College flexible enough to meet the local labor market needs?	1	2	3	4	5
7. To what extent do you think that sufficient time is allocated at Arctic College for training students in various skills to prepare them for careers?	1	2	3	4	5

PART III

8. To what extent do you value the guidance and counseling services you received from counselors in choosing your skill training program for a career?	1	2	3	4	5
9. To what extent has the training at Arctic College contributed to your self-fulfillment.	1	2	3	4	5

Please turn to the next page.

	Answer Scale				
	To No Extent 1	Little Extent 2	Some Extent 3	Considerable Extent 4	Great Extent 5
10. To what extent were you assisted by guidance, counseling, and placement services to find your first job?	1	2	3	4	5
PART IV					
11. To what extent do chances of employment increase for graduates of the Institutional Training Program at Arctic College?	1	2	3	4	5
12. To what extent is your training or the skill you learned at Arctic College helpful in being productive in your work?	1	2	3	4	5
13. To what extent have you found the work task of your first job easy to handle?	1	2	3	4	5
14. To what extent does the Institutional Training Program at Arctic College try to respond to changes in technological advancement?	1	2	3	4	5

Please turn to the next page.

	Answer Scale				
	To No Extent 1	Little Extent 2	Some Extent 3	Considerable Extent 4	Great Extent 5
15. To what extent do you think that students should be involved in decision on the content and duration of courses for the Institutional Training Program at Arctic College?	1	2	3	4	5
16. To what extent do you seek the help and guidance of your work supervisor in the performance of the tasks of your daily work?	1	2	3	4	5
17. To what extent is the Institutional Training Program at Arctic College responsive to the local labor market needs?	1	2	3	4	5
18. To what extent do you feel the institutional training approach is an effective way of training skilled personnel for industry?	1	2	3	4	5
19. If you were asked to give a mark for the overall success of the implementation of the Institutional Training Program at Arctic College, what percent would you write for it? (Please indicate percent.)					______ %

Please turn to the next page.

20. If there are comments that you would like to make about the Institutional Training Program implementation at Arctic College, please write your comments in the space provided below.

Thank you very much for your cooperation.

Table 5.7A

Percentage (%) Distribution of CEIC[1] and AED-1[2] (Group 1)
and AED-2[3] and AC[4] (Group 2) Answers to the Linkage Questionnaires
(**Answer Scale:** To No Extent = 1, Little Extent = 2, Some Extent = 3, Considerable Extent = 4, Great Extent = 5)

		Percentage (%) Distribution											
		CEIC and AED-1 (N = 4)						AED-2 and AC (N = 11)					
			Answer Scale						Answer Scale				
Item	Variables Describing Defined Dimensions	N	1 %	2 %	3 %	4 %	5 %	N	1 %	2 %	3 %	4 %	5 %
	Formalization of the IR Structure												
7	Agreement formalization	4	-	-	-	75.0	25.0	11	-	18.2	18.2	36.4	27.3
	Intensity of the IR Interaction												
3	Intensity of involvement in tangible resource flow	4	-	-	25.0	25.0	50.0	11	-	-	-	18.2	81.8
4	Intensity of involvement in abstract resource flow	4	-	-	75.0	-	25.0	11	-	36.4	27.3	27.3	9.1
5	Intensity of involvement in receiving information	4	-	-	50.0	25.0	25.0	11	-	-	18.2	63.6	18.2
6	Intensity of involvement in sending information	4	-	-	-	100.0	-	11	-	-	27.3	45.5	27.3
28	Frequency of overall interorganizational communication	4	-	25.0	50.0	-	25.0	11	-	18.2	18.2	54.5	9.1
29	Frequency of written communication	4	-	50.0	25.0	25.0	-	11	-	36.4	18.2	36.4	9.1

---

[1] CEIC stands for Canada Employment and Immigration Commission branch in the NWT.
[2] AED-1 and [3] AED-2 stand for Group 1 and Group 2, respectively, of the Advanced Education Division of the Ministry of Education, Government of the NWT,
[4] AC stands for Arctic College.

(Continued on next page)

Table 6.7B (continued)

		Percentage (%) Distribution											
		CEIC and AED-1 (N = 4) Answer Scale						AED-2 and AC (N = 11) Answer Scale					
Item	Variables Describing Defined Dimensions	N	1 %	2 %	3 %	4 %	5 %	N	1 %	2 %	3 %	4 %	5 %
30	Frequency of face-to-face communication	4	-	50.0	25.0	25.0	-	11	18.2	54.5	-	27.3	-
31	Frequency of telephone communication	4	-	-	50.0	25.0	25.0	11	-	18.2	36.4	36.4	9.1
32	Frequency of committee meetings	4	25.0	50.0	-	25.0	-	11	54.5	27.3	9.1	9.1	-
44	Frequency of problems in resource transaction	4	25.0	25.0	50.0	-	-	11	9.1	54.5	36.4	-	-
47	Frequency of disagreement	4	-	25.0	50.0	25.0	-	11	-	36.4	45.5	18.2	-
	Reciprocity of the IR Transaction												
2	Importance of one another for program implementation	4	-	-	-	50.0	50.0	10	10.0	40.0	-	20.0	30.0
9	Need for inflow of resources from the other organization	4	-	-	-	75.0	25.0	11	-	-	-	27.3	72.7
10	Outflow of resources to the other organization	4	-	-	-	50.0	50.0	11	-	-	-	9.1	90.9
11	Informed about the goals of the other organization	4	-	-	-	50.0	50.0	11	-	-	27.3	54.5	18.2
12	Influence from the other organization on own activities	4	-	75.0	25.0	-	-	11	-	9.1	9.1	63.6	18.2
13	Own influence on the other organization's activities	4	-	75.0	25.0	-	-	11	-	36.4	18.2	36.4	9.1
14	Length of time known the person in the other organization	4	25.0	-	25.0	-	50.0	10	20.0	-	10.0	10.0	60.0
15	Extent of acquaintance with person in the other organization	4	-	-	25.0	50.0	25.0	11	9.1	18.2	18.2	9.1	45.5
16	Consensus on priorities of program implementation	4	-	-	25.0	75.0	-	10	-	10.0	20.0	50.0	20.0
17	Consensus on specific ways work is done by the other organization	4	-	-	25.0	75.0	-	10	-	10.0	40.0	40.0	10.0

(Continued on next page)

Table 6.7B (continued)

		Percentage (%) Distribution											
		CEIC and AED-1 (N = 4) Answer Scale						AED-2 and AC (N = 11) Answer Scale					
Item	Variables Describing Defined Dimensions	N	1 %	2 %	3 %	4 %	5 %	N	1 %	2 %	3 %	4 %	5 %
18	Consensus on specific ways work is done by own organization	4	-	-	50.0	50.0	-	10	-	-	50.0	40.0	10.0
19	Consensus on specific terms of the relationships among the organizations	4	-	-	25.0	75.0	-	10	-	-	50.0	40.0	10.0
20	Extent of similarity of work done as the other organization	4	-	50.0	25.0	25.0	-	11	-	36.4	36.4	27.3	-
21	Extent of similarity of work done by the other organization	4	-	50.0	25.0	25.0	-	11	-	27.3	45.5	27.3	-
22	Extent of similarity of operating goals	4	-	-	50.0	50.0	-	11	-	-	27.3	63.6	9.1
23	Extent of similarity of skills of employees of cooperating organizations	4	-	-	-	50.0	50.0	11	-	9.1	36.4	18.2	36.4
24	Extent of similarity of technology used by the cooperating organizations	4	-	25.0	50.0	25.0	-	11	-	18.2	45.5	27.3	9.1
25	Hinderance to the other organization's flow of work	4	25.0	75.0	-	-	-	10	30.0	50.0	20.0	-	-
26	Hinderance from the other organization to own flow of work	4	25.0	75.0	-	-	-	10	20.0	60.0	20.0	-	-
33	Percentage share of own initiated communication	4	-	50.0	50.0	-	-	10	10.0	50.0	20.0	20.0	
34	Difficulty in getting ideas across to the other organization	4	-	75.0	25.0	-	-	11	18.2	27.3	54.5	-	-
35	Difficulty getting in touch with the other organization	4	50.0	50.0	-	-	-	10	10.0	50.0	30.0	10.0	
42	Similarity of resources given to the other organization	4	-	75.0	-	-	25.0	9	33.3	55.6	-	11.1	-
43	Extent of discrepancy in resource transaction	4	-	25.0	75.0	-	-	10	-	10.0	20.0	70.0	-
48	Resolution of conflict by ignoring or avoiding issues	4	75.0	25.0	-	-	-	11	54.5	36.4	9.1	-	-
49	Resolution of conflict by smoothing over issues	4	75.0	-	-	25.0	-	11	27.3	45.5	27.3	-	-
50	Conflict resolution by mutual effort	4	-	-	25.0	25.0	50.0	11	-	9.1	9.1	36.4	45.5

(Continued on next page)

Table 6.7B (continued)

		Percentage (%) Distribution											
		CEIC and AED-1 (N = 4) Answer Scale						AED-2 and AC (N = 11) Answer Scale					
Item	Variables Describing Defined Dimensions	N	1 %	2 %	3 %	4 %	5 %	N	1 %	2 %	3 %	4 %	5 %
51	Conflict resolution by decisions of higher authorities	4	50.0	25.0	-	-	50.0	11	-	27.3	45.5	27.3	-
52	Extent differences between the organizations are worked out	4	-	-	25.0	50.0	25.0	11	-	-	27.3	72.7	-
58	Influence from the other organization on own activities	4	-	25.0	75.0	-	-	11	-	-	81.8	9.1	9.1
59	Own influence on the activities of the other organization	4	-	25.0	75.0	-	-	11	-	54.5	36.4	9.1	-
	Standardization of the IR Procedure												
45	Extent of standard operating procedures established	4	-	25.0	50.0	-	25.0	11	-	18.2	36.4	27.3	18.2
46	Extent formal communication channels followed	4	-	-	50.0	25.0	25.0	11	-	9.1	54.5	36.4	-
	Effectiveness of the IR Performance												
8	Extent of good working relationships	4	-	-	-	75.0	25.0	11	-	-	18.2	36.4	45.5
27	Relationships maintained with the other organization beneficial	4	-	25.0	25.0	50.0	-	11	36.4	18.2	-	-	45.5
53	The other organization fulfilled commitment	4	-	-	-	50.0	50.0	11	-	-	18.2	81.8	-
54	Own organization fulfilled commitment	2	-	-	-	50.0	50.0	11	-	-	-	81.8	18.2
55	Interorganizational relationships productive	4	-	-	-	75.0	25.0	11	-	-	-	75.0	25.0
56	Interorganizational relationships worthwhile	4	-	-	-	25.0	75.0	11	-	-	18.2	72.7	9.1
57	Satisfaction with interorganizational relationships	4	-	-	-	75.0	25.0	11	-	-	18.2	54.5	27.3

Table 6.9A
Percentage (%) Distribution of Teacher Responses
(N=24)

			Answer Scale				
Item	Variables Describing Inferred Dimensions	N	To No Extent 1 %	Little Extent 2 %	Some Extent 3 %	Considerable Extent 4 %	Great Extent 5 %
	Participation in Decision Making						
3	Extent of choice to design courses	24	12.5	8.3	37.5	25.0	16.7
8	Extent of opportunity to select courses	24	4.2	4.2	29.2	29.2	33.3
14	Extent of involvement in program implementation decisions	24	8.3	28.2	37.5	12.5	12.5
15	Authority in setting instructional priorities	24	12.5	29.2	20.8	25.0	12.5
	Balance Between Theoretical and Practical Training						
4	Extent of need for more emphasis on theoretical training	24	16.7	37.5	29.2	16.7	-
5	Extent of need for more emphasis on practical training	24	4.2	20.8	33.3	12.5	29.2
6	Existence of balance between theoretical and practical training	24	-	8.3	33.3	41.7	16.7
	Match Between Training and Labor Market Needs						
1	Match between training and job opportunities	24	-	4.2	20.8	50.0	25.0
2	Response of training program to technological change	23	-	8.7	30.4	34.8	26.1

NOTE: Due to rounding, some percentages in this table may not total 100.

(Continued on next page)

Table 6.9A (continued)

Item	Variables Describing Inferred Dimensions	N	Answer Scale To No Extent 1 %	Little Extent 2 %	Some Extent 3 %	Considerable Extent 4 %	Great Extent 5 %
7	Adequacy of time for training	24	4.2	16.7	45.8	20.8	12.5
12	Training enhances employment opportunities for program graduates	24	-	4.2	12.5	50.0	33.3
13	Input of employers to program course content	24	8.3	29.2	37.5	8.3	16.7
	Consensus on Training Program						
16	Extent of agreement among CEIC[1], AED[2] and AC[3] on program implementation	22	4.5	9.1	22.7	22.7	40.9
17	Teachers follow AED priorities of program implementation	24	-	8.3	20.8	37.5	33.3
	Satisfaction with Program Activities						
9	Teachers' perceptions of contribution to skill development	24	-	-	4.2	58.3	37.5
10	Satisfaction with teaching for program	24	-	-	16.7	41.7	41.7
	Perception of Program Effectiveness						
11	Effectiveness of program implementation	24	-	-	29.2	58.3	12.5
18	Overall performance of program	22	-	-	18.2	72.7	9.1

[1] CEIC stands for Canada Employment and Immigration Commission
[2] AED stands for Advanced Education Division of the Ministry of Education, Government of the NWT.
[3] AC stands for Arctic College

Table 6.10A
Percentage (%) Distribution of **Student** Responses
(N=33)

			Answer Scale				
Item	Variables Describing Inferred Dimensions	N	To No Extent 1 %	Little Extent 2 %	Some Extent 3 %	Considerable Extent 4 %	Great Extent 5 %
	Participation in Decision Making						
7	Participation in course selection and length of time for training	33	-	3.0	42.4	24.2	30.3
8	Extent of chance provided to select training program	33	9.1	9.1	12.1	24.2	45.5
	Balance Between Theoretical and Practical Training						
1	Need for more emphasis on theoretical training	33	21.2	15.2	39.4	18.2	6.1
2	Need for more emphasis on practical training	33	6.1	6.1	21.2	30.3	36.4
3	Extent of balance between theoretical and practical training	33	-	3.0	18.2	39.4	39.4
	Satisfaction with Training Program						
4	Extent of value attached to guidance in program selection	33	6.1	-	6.1	39.4	48.5
5	Extent of satisfaction with program training	33	-	-	15.2	27.3	57.6
6	Extent of satisfaction with theoretical training	33	-	6.1	21.2	30.3	42.4

NOTE: Due to rounding, some percentages in this table may not total 100.

(Continued on next page)

Table 6.10A (continued)

Item	Variables Describing Inferred Dimensions	N	Answer Scale To No Extent 1 %	Little Extent 2 %	Some Extent 3 %	Considerable Extent 4 %	Great Extent 5 %
	Perception of Program Effectiveness						
9	Usefulness of training program	33	-	-	-	9.1	90.9
10	Satisfaction with training program	33	-	-	3.0	24.2	72.7
11	Training enhances chance of graduates for employment	33	-	-	3.0	27.3	69.7
12	Overall satisfaction with training program	32	-	3.1	15.6	40.6	40.6

Table 6.11A
Percentage (%) Distribution of Graduate Responses
(N=26)

			Answer Scale				
Item	Variables Describing Inferred Dimensions	N	To No Extent 1 %	Little Extent 2 %	Some Extent 3 %	Considerable Extent 4 %	Great Extent 5 %
	Participation in Decision Making						
15	Need for involvement in decision making	26	-	23.1	19.2	26.9	30.8
	Balance Between Theoretical and Practical Training						
2	Need for more emphasis on practical training	26	-	-	3.8	34.6	61.5
3	Need for more emphasis on theorretical training	26	7.7	65.4	11.5	7.7	7.7
4	Extent of balance between theoretical and practical training	26	3.8	3.8	23.1	46.2	23.1
	Match Between Training and Labor Market Needs						
1	Match between training and labor market needs	26	-	3.8	15.4	38.5	42.3
5	Extent curriculum reflects job market needs	26	-	-	30.8	30.8	38.5
6	Flexibility of curriculum to meet labor market needs	26	-	7.7	11.5	46.2	34.6
7	Adequacy of time for training	26	-	3.8	57.8	19.2	19.2

NOTE: Due to rounding, some percentages in this table may not total 100.

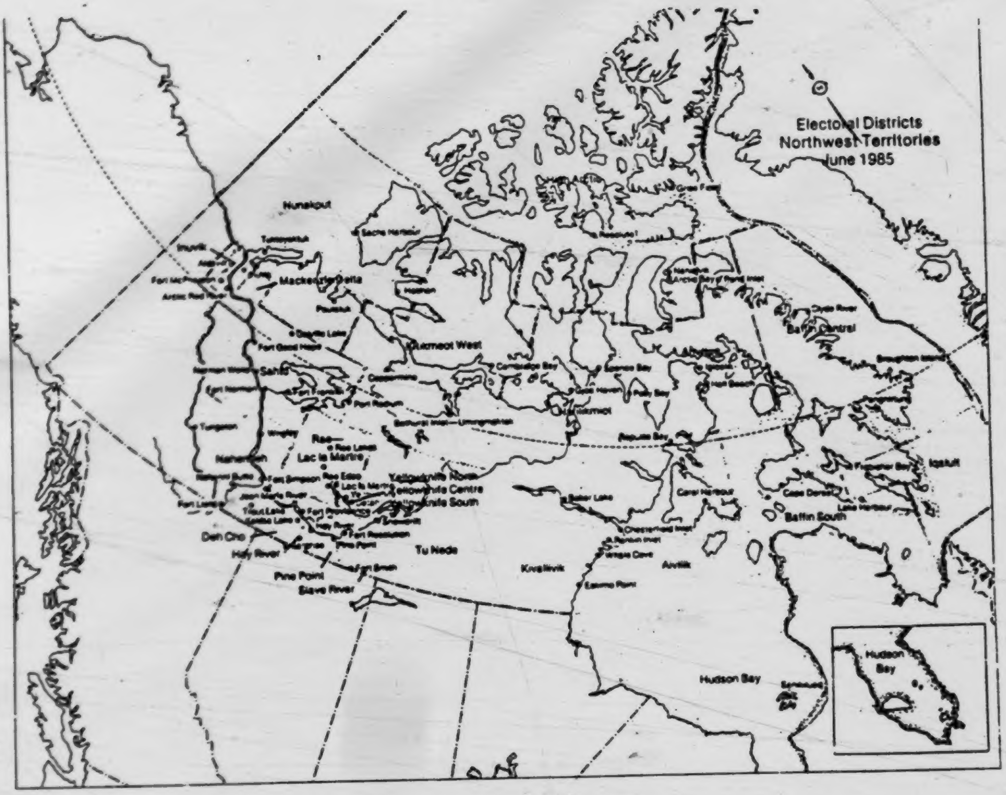
(continued on next page).

Table 6.11A (continued)

Item	Variables Describing Inferred Dimensions	N	Answer Scale To No Extent 1 %	Little Extent 2 %	Some Extent 3 %	Considerable Extent 4 %	Great Extent 5 %
14	Response of training program to technological change	26	-	3.8	15.4	73.1	7.7
17	Responsiveness of training program to labor needs of local market	26	-	-	15.4	53.8	30.8
	Satisfaction with Training Program						
8	Extent of value attached to guidance in program selection	26	-	7.7	19.2	57.7	15.4
9	Extent of contribution of training to self-fulfillment	26	-	3.8	11.5	23.1	61.5
10	Assistance from placement services to get first job	26	34.6	34.6	11.5	3.8	15.4
	Perception of Program Effectiveness						
11	Training enhances chance of employment for graduates	26	-	3.8	23.1	11.5	61.5
12	Productiveness due to training in program	25	-	-	4.0	40.0	56.0
13	Ease of handling first job after graduation	25	4.0	4.0	12.0	48.0	32.0
16	Help sought from supervisor to perform work task	26	-	61.5	23.1	7.7	7.7
18	Program is an effective way of training workers	26	-	-	11.5	23.1	65.4
19	Overall performance of training program	24	-	-	8.3	45.8	45.8

APPENDIX E

Map of the Northwest Territories


Electoral Districts
Northwest Territories
June 1985
Nunakput
Tuktoyaktuk
Inuvik
Aklavik
Fort McPherson
Arctic Red River
Mackenzie Delta
Sachs Harbour
Paulatuk
Colville Lake
Fort Good Hope
Kitikmeot West
Sahtu
Norman Wells
Fort Norman
Fort Franklin
Coppermine
Wrigley
Rae
Rae Lakes
Lac la Martre
Nahendeh
Fort Simpson
Rae Edzo
Yellowknife North
Yellowknife Centre
Yellowknife South
Fort Liard
Trout Lake
Fort Providence
Fort Resolution
Deh Cho
Hay River
Pine Point
Fort Smith
Slave River
Tu Nede
Kivallivik
Baker Lake
Cambridge Bay
Gjoa Haven
Pelly Bay
Repulse Bay
Igloolik
Hall Beach
Coral Harbour
Chesterfield Inlet
Rankin Inlet
Whale Cove
Aivilik
Eskimo Point
Resolute
Grise Fiord
Nanisivik
Arctic Bay
Pond Inlet
Clyde River
Baffin Central
Broughton Island
Pangnirtung
Iqaluit
Cape Dorset
Lake Harbour
Baffin South
Hudson Bay
Sanikiluaq
Hudson
Bay